Improving the Methodology for Developing Students' Oral Discourse Competence Using Corpus Technologies

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Abstract: The integration of corpus into English language teaching and learning has marked a major shift in both methodology and pedagogy. Before corpus technology, linguistic descriptions relied on what native speakers knew about the language or how they perceived it, rather than on how the language was practically used. By analyzing language data in corpora, teachers can develop the methodology that focus on specific language skills, such as grammar, vocabulary, speaking, listening, reading, and writing. This helps students improve their language skills in a more targeted and effective way. This article studies improving the methodology for the development of students' oral discourse competence through a corpus-based approach by developing educational materials, exercises and tasks.

Keywords: Didactic tool, task-based learning, project-based learning, shadowing, Content and Language Integrated-Learning, Cooperative learning.

Introduction: Modern pedagogy and linguistics require future personnel to develop tools that allow processing large amounts of data as quickly as possible. On the other hand, this requires minimizing the subjective influence of an individual researcher on the results obtained, making it possible to identify and analyze previously unnoticed linguistic phenomena.

In linguistics, a corpus is a modern technology that can perfectly solve the indicated problem, since it opens up wide possibilities for practical and theoretical research and at the same time is a didactic tool that performs

purely didactic, cognitive, informational, formative and verification functions [7]. Therefore, the use of corpus technology in linguistics can be considered from two perspectives - studying the use of a corpus to improve aspects of language and studying the improvement of oral speech using a corpus. The use of corpus technology can increase the objectivity and reliability of the results obtained by researchers in processing language data. The use of a corpus approach by students allows them to study any language units of various speech genres in different types of speech, as well as in different contexts in the corpus, without being hindered by the specificity of the language unit under study [8]. Students can search for discrete lexical/grammatical units based on concordances that indicate their functioning in different styles and areas of use.

On the other hand, didactic approaches and activities for developing discourse competence include a focus on original texts, task-based learning, discourse analysis activities, and using digital resources. These methods help students understand how language is used in context and develop the skills to create coherent and coherent communication. According to Ye.I.Passov, exercises are divided into communicative, linguistic and psychological characteristics. Communicative exercises are divided into types of communicative exercises, real communicative exercises and communicative exercises. In her

scientific work, K. Muradkasimova noted that there are several approaches to the system of exercises, namely, they are divided into psychological (receptive, reproductive and productive exercises), linguopsychological (language and speech exercises), didactic (informative, preparatory and speech). The American methodologist G. Bennett gave several recommendations on the issue of creating corpus-based exercises from corpus data [10]. By incorporating these didactic opportunities, teachers can effectively help students develop discourse competence both oral and written by applying effective communication skills in a variety of contexts. And corpus technology offers effective methods for enhancing language skills by providing authentic language data and tools for analysis. By leveraging corpora, learners can access real-world examples of language use, improve their vocabulary and grammar, and gain insights into discourse patterns, ultimately boosting their fluency and confidence in speaking. In this article, here we offer some methods and approaches that teachers could use to motivate students to improve their oral discourse competence:

Task-based learning (TBL). It enables students to work on assignments while honing their speaking abilities. Facilitators must use corpus tools like Sketch Engine, AntConc, and WordSmith Tools to enhance abilities and concentrate on their growth, resulting in an engaging and creative approach to English language learning [1].
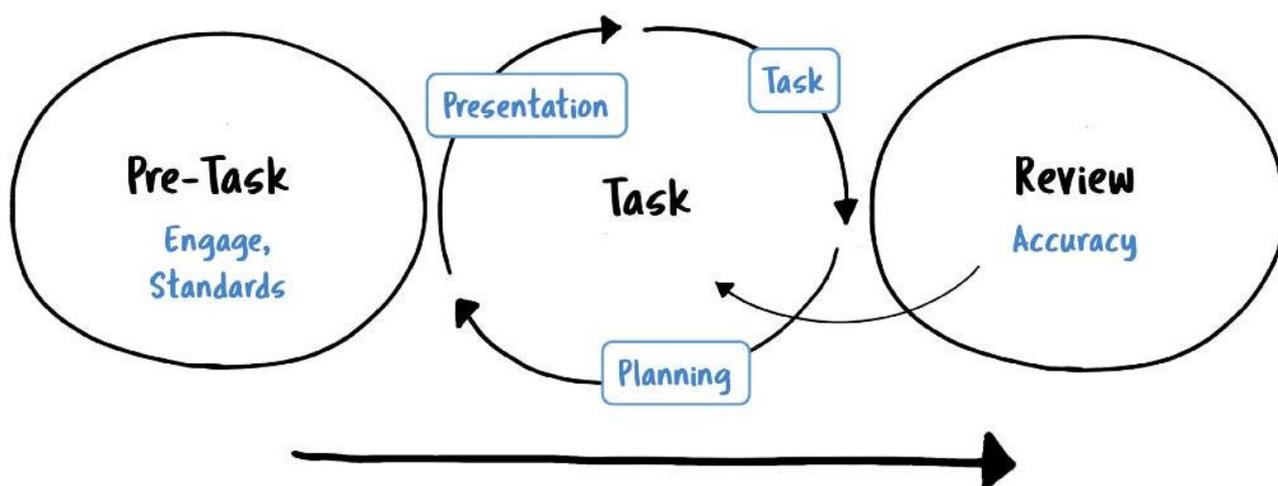
Figure 1. Procedure of Task based learning

From another perspective, the Task-Based Language teaching approach focuses on the development of the language through situations that are performed as if students were outside the classroom; on the contrary, in classrooms students use the language to communicate achievements. Albino shows in his

research that students felt confident to speak, believed in their strengths to use the target language, and increased their vocabulary, concluding that the use of this approach was relevant. In the same way, Hassan agrees that task-based learning enhances pupils' English-speaking achievement significantly because this

method supplies students get the advantage of interacting with their classmates and teachers to promote self-confidence to acquire English language skills [2]. Students can use corpus tools to search for specific words and identify common collocations. For example, searching for "important" might reveal that it frequently collocates with "very," "essential," or "crucial," providing them with a richer vocabulary and more natural-sounding phrases. Using corpus-based

materials (texts and transcripts) and tools in speaking practice activities can make the learning process more engaging and effective.

Project-Based Learning. It is a method that allow students to produce and show results about projects that need to be designed, planned, and gotten results.


Figure 2. The six step process of PBL

Moreover, through this technique, students learn by actively engaging in real-world and personal meaningful projects using language skills of English as a second language. Dewi concluded that after applying this technique, students were more motivated, happy, and confident to speak English [6].

Content and Language Integrated-Learning (CLIL). It is a method that guides and supports the language

learning process, in which students acquire skills and abilities of the target language [4]. Students use the communication to convey information and apply cognition, which encourages students to increase their linguistic competence and culture, that has a near relationship with the mother tongue language and the target language.
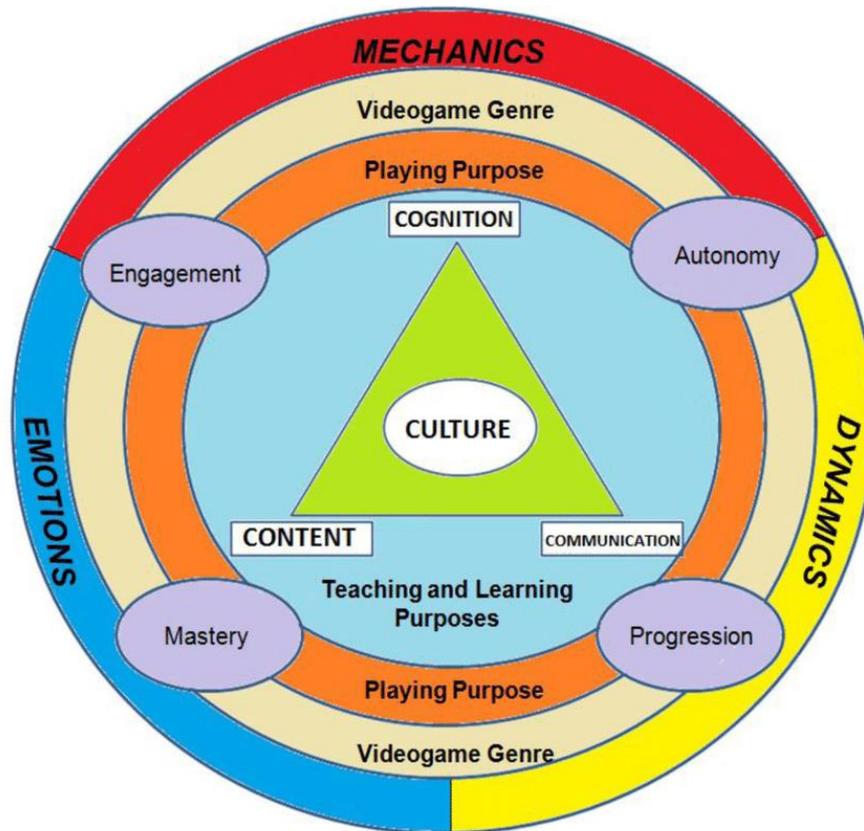
Figure 3. Gamification of Content and Language Integrated-Learning (CLIL)

Improving oral discourse competence is a big responsibility in the teacher's hands because they are the means to teach and engage students' attention. That is why they need to reinvent and motivate how they can boost speaking skill.

Cooperative Learning. Vellayan states that is a method where students developed their activities in a cooperative way among their classmates, creating an enjoyable and collaborative environment of the class to achieve the teachers' proposal.[9] It is essential in the SLA (Second Language Acquisition) communicative skill because students feel comfortable and self-confident to interact with others, and it is a good strategy to engage students to speak confidently and in a participative way. Namaziandost mention that Cooperative Learning (CL) is centered on the learners. Thus, this approach motivates and develops speaking skill in students. Also, they show evidence that this method has a high impact on the communication process in a positive way, and researchers have suggested implementing Cooperative Learning in the classrooms to improve English speaking skill getting on motivated students.

Manurung and Izar argued that the lack of interaction with others comes from internal and external factors that lower production and cause the wrong application of techniques to speak. Some techniques for improving the oral discourse competence through Corpus technologies include:

Role plays. This technique helps students to gain self-confidence to diminish shyness, using real activities developed in class as Derakhshan [5]. Students can role-play scenarios based on authentic dialogues from a corpus.

Interview techniques. They help to improve speaking skill. Sihotang suggest a good way to get better through describing pictures, giving opinions, and retelling stories. In their research, they propose the naturally speaking guidebook as a good technique to develop speaking, where students can find real examples for communicate and an assessment is provided to check their progress.

Debate. It is a technique in which students develop their speaking abilities by defending opinions and giving their arguments of a specific topic. Through this technique, students participate actively and speak more with their classmates in the classrooms as are shown in results. Students can prepare for debates or discussions by analyzing arguments and language used in corpus-based materials.

Storytelling. It is a technique in which pupils show their expressions and create an external sense of the world. It fosters a good environment because students get relaxed inside of class. Moreover, in storytelling students experiment with a set of stories, which create

a sense of humor in the classroom through their own opinions and words, increasing the students' knowledge about other cultures, places, heritages, and beliefs. Through this technique, teachers conduct their pupils to listen, concentrate, and follow their arguments based on a logical sequence. Integrating storytelling allows learners to practice pronunciation and receive immediate feedback.

Questioning. It is a technique to trigger students to be active and to keep them speaking along the teaching process because they participate and involve in the learning activities. Also, it enhances students to listen and understand the questions thus, achieves good fluency and accuracy of speech in English.

One of the main elements of discourse competence is discourse markers (however, therefore, actually, in other words). They create a logical connection between thoughts during communication, create semantic connections such as contrast, cause-and-effect, explanation [3]. With the help of these markers, the reader or speaker ensures the integrity and consistency of his speech, which is an important condition for effective communication.

In short, discourse competence is not only the correct use of language grammatically, but also its functional, communicative and contextual use. This competence is an integral part of communicative competence, preparing students to express their thoughts independently and effectively in a real language environment. Therefore, paying special attention to the development of discourse competence in language teaching has become a necessity in today's education.

Students' oral discourse competence can only be developed by understanding the most important factor, namely sufficient preparation and time. In this case, teachers should be able to connect different teaching methods, tools and organizational structures, that is, develop logically modified appropriate stages that not only cover learning theory, but also stimulate students and open up the possibility of their independent learning.

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