





Discourse-based Teaching in English Classrooms in the Indonesian Islamic Universities

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Received: 24 August 2023 | Received: in revised form 25 November 2023 | Accepted 17 December 2023

APA Citation:

Fauzan, U., Saparuddin, M. (2023). Discourse-based Teaching in English Classrooms in the Indonesian Islamic Universities. *Eurasian Journal of Applied Linguistics*, 9(3), 73-82.
Doi: <http://dx.doi.org/10.32601/ejal.903007>

Abstract

In discourse-based teaching of the English language, there are three levels of analysis, text analysis, discourse analysis, and critical discourse analysis. Each level examines the effect of discourse-based teaching on students. This study employed Fairclough's Critical Discourse Analysis model in a qualitative phenomenological method. The study attempted to identify the ideologies that are presented in English language teaching in the Indonesian Islamic higher education in Borneo, to clarify the implementation of discourse-based learning, and to demonstrate the necessity of discourse-based learning for English language learning in Islamic higher education in Borneo. The data was collected from English language lecturers and university students in Borneo's universities through tools like observations, questionnaires, interviews, and documentation. The data was analyzed using the interactive model in three steps: data collection, data condensation, and data display. The study summarizes the operationalization of the discourse-based teaching intervention and its implementation on the sample of the study. The results were gathered in the form of opinions and feedbacks of the participants of the study who were taught through discourse-based teaching strategies and assessment was done through Fairclough's three levels of analysis. The study found out that by making use of the CDA methods, it is much easier to present various types of discourses in English classrooms of the Islamic universities in Borneo, such as the necessity to develop graduates with strong Islamic character, formulate the political agenda and instill spirit of nationalism in students.

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Keywords: Critical Discourse Analysis, Discourse-Based Teaching, English Language Teaching.

1. Introduction

Critical Discourse Analysis (CDA) is a popular strategy for enabling the EFL teachers and learners to assess their learning at three levels of analysis, text analysis, discourse analysis and critical discourse analysis. The text analysis is the assessment of lexicon, grammar, morphology, phonology and semantics; discourse analysis analyzes the text production and intertextuality; and critical discourse analysis expresses the writer's point of view and the sociocultural background of the text. Fairclough strongly advocated the CDA approach as it also equipped learners with critical thinking and critical language skills), considering that language is not neutral from the standpoint of CDA (Fairclough, 2013). Language, according to Fairclough, is not only a tool for expressing ideas, opinions, or specific facts—far from it—it is utilized organically and spontaneously. According to CDA approach,

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DOI: <http://dx.doi.org/10.32601/ejal.903007>

language is used to influence and force listeners or readers to share the beliefs and preferences of people who use it (Van Dijk, 1993; van Leeuwen, 2008).

There is another viewpoint from the standpoint of CDA that language conveys a particular ideology. Student discourses, as they evolve, provide a vehicle for students' ideologies to be expressed (Data, 2010; Mardianti, 2022; Supriyanto, 2022). This paves the path of considering CDA as an ideology. An ideology grows throughout society, some on campuses and in classrooms. Numerous studies on ideology in education have been carried out in a global context, such as: discursive reproduction of identities in Thailand (Sudajit-apa, 2017); power and ideology in teachers' language use in Algerian classrooms (Cherifi & Hadji, 2018); Finnish students' perceptions of and encounters with religions and worldviews in the classroom (Kimanen, 2019); language ideology in the intermediate Spanish heritage language classroom (Lowther Pereira, 2010); shifting language ideologies in the Philippines (Parba, 2018); ideology in bilingual classrooms in Brunei Darussalam (Saxena, 2008); and racial issues in education (Hollingworth, 2008; Miranda & Valencia Giraldo, 2019; Sung, 2018). Meanwhile, ideology in language teaching has generally been the subject of numerous studies. Ideology in language learning (De Costa, 2016), ideology in native speaker studies (Kim, 2017), and rhetoric and ideology in writing classes (Berlin, 1988; Cabalin et al., 2020) are a few studies that address these topics. Studies on the subject of ideology in English language learning environments have also been conducted in the interim (Bhowmik, 2016; Cots, 2006; Habib et al., 2021; Hairston, 1992; Lowe, 2020; Rahman & Singh, 2020; Razfar & Rumenapp, 2012; Thomas, 2017; Tupas, 2018; Windle, 2017).

The study of critical discourse analysis in the context of English language teaching (ELT) is very interesting. The discourse that emerges during the language learning process is both innovative and varying in form and content. It is evident that discourse analysis revolutionized the English language teaching (ELT) by shifting it from the traditional grammar approach to a discourse approach (Celce-Murcia & Olshtain, 2000). Discourse-based teaching made learners more active and participative. Discourse-based teaching thus becomes crucial information for both teachers and students. The goal of critical discourse analysis has been accepted to pinpoint the ways in which language used in particular discourses—including those that take place in classrooms—reflects social inequality, ideology, and power.

Indonesia is a multiethnic country with a wide range of customs, beliefs, and cultures. Universities and colleges also exhibit this diversity. Although teachers and students in Indonesia come from a variety of ethnic and cultural backgrounds, this naturally results in a range of interests; commitment, their shared goal is to make sure that learning occurs successfully both inside and outside of the classroom. As a result of the multi-ethnic and cultural diversity found in Indonesian classrooms, the teachers' viewpoints are expressed in response to national and international discourses. Understanding discourse is shaped by students' critical attitudes toward accepting or rejecting something bigger than themselves that represents public policy. Not only is discourse understood, but it is also actively pursued. The language that students use can reveal how they communicate in daily life and campus talks. For many years, numerous demonstrations were initiated by students in different Indonesian cities responding to some critical issues. They made a statement and declared their support or opposition to a government policy.

In light of the aforementioned, numerous studies have been conducted on discourse-based teaching that highlight the significance of giving discourse-based English language learning careful consideration. Nevertheless, there is a dearth of research, particularly in Islamic Borneo's universities, on the development of discourse in English language classrooms from the perspective of critical discourse analysis. Thus, it is crucial to carry out research on the topic of discourse-based teaching in English language learning at Islamic universities in Borneo from the standpoint of CDA. The researcher determines the research objectives to find the topics that occurred as discourse in the English classroom, to clarify the implementation of discourse-based teaching, and to uncover why the lectures need to develop discourse-based teaching in the English classroom. Moreover, a dire need was felt to equip students with analytical reading practices, thereby creating active readers who can question and resist texts. As a response to this issue, the current study employed the three dimensions of the CDA approach (Cots, 2006; Fairclough, 2013) to the teaching of EFL reading, as it considers the three dimensions to be text analysis (description), discourse analysis (interpretation) and critical discourse analysis (explanation).

2. Review of Literature

- *Discourse-Based Teaching*

Discourse-based teaching is a method of teaching language that places a strong emphasis on the value of using natural language in everyday situations. Rather than just teaching students grammar rules and vocabulary, it focuses on helping them become competent communicators in a range of contexts. Discourse-based approaches acknowledge that language is used for a variety of communicative purposes and that knowledge of these purposes' uses is necessary to use language effectively in context. Teaching through discourse encourages students to use language in a range of contexts, including group discussions, debates,

and presentations, in order to give them an opportunity to participate in meaningful communication. Rex (2003) suggests that discourse analysis in the classroom involves more than just examining what teachers and students say. It also involves developing a more stimulating learning environment where students are allowed to engage in classroom discussions that value their perspectives, cultural backgrounds, and contributions to the learning community.

Discourse-based teaching aims to increase students' general language proficiency and at the same time also assist them in gaining a deeper understanding of language and how to use it in everyday contexts. The practical goals of classroom discourse analysis are to support teachers in creating more effective and engaging classroom interactions that facilitate student learning. This is supported by Walsh (2006) which assert that enhancing classroom engagement and creating a productive and encouraging learning environment are the ultimate goals of classroom discourse analysis. It highlights the value of examining classroom discourse to learn more about how language is used in educational settings and to apply this understanding to improve student's educational experiences (Cabalin et al., 2020).

- *Critical Discourse Analysis*

Different language experts have defined critical discourse analysis (CDA). According to Fairclough (1995, 2013), CDA is an interdisciplinary approach that stresses the significance of language analysis in comprehending social, political, and cultural structures and views language as a tool for constructing power and ideology. According to Van Dijk (1993), CDA is a critical examination of the language that is employed in society to establish, uphold, or alter various forms of power and social relationships. According to van Leeuwen (2008), CDA is an approach that considers how language and visuality shape social experience and how they are connected to ideological discourse. According to Wodak and Chilton (2005), CDA is a method that examines how language, power, and ideology relate to one another in order to comprehend society as a whole.

According to the critical paradigm, language or discourse that emerges has a "hidden message" rather than being neutral (Fairclough, 2013). The goal of critical discourse analysis is to pinpoint the ways in which language is used to reflect power, ideology, and social inequality in particular discourses, including this one that takes place in a classroom setting (Fairclough, 1995, 2013; Van Dijk, 1993; van Leeuwen, 2008; Wodak & Chilton, 2005). Studying critical discourse analysis in the context of education becomes fascinating.

3. Research Methods

- *Research Design*

A qualitative phenomenological research design was used since the purpose of this study was to demonstrate the necessity of discourse-based learning for English language learning (Ary et al., 2009; Fairclough, 2013). Fairclough's (1995) critical discourse analysis in a phenomenological qualitative manner was utilized for this study. Fairclough approach offered a thorough analytical tool for discourse analysis. This study also examined the ideologies found in English language teaching at Islamic universities in Borneo, the ideologies that emerge in discourse-based teaching at Islamic universities in Borneo, the methods used in discourse-based teaching, and the reasons discourse-based teaching is crucial to the teaching of English at Islamic universities in Borneo.

- *Data Collection*

The researcher employed a number of research instruments, including questionnaires, field notes, and interviews, to gather the information addressing those research purposes. The researcher focused on lecturers in Islamic higher education in Borneo as the primary data source. The researcher gathered data by distributing questionnaires to 126 English language teachers in Islamic universities in Borneo, conducting interviews, and doing observations of English language teaching in the classroom. A review of the literature on discourse-based learning and government regulations pertaining to the Industry 4.0 era program was also conducted which aimed to improve the quality of human resources.

- *Data Analysis*

This study introduced CDA levels of analysis to examine their effect on the participants' learning of the English language in three phases: text analysis (description), discourse analysis (interpretation), and critical discourse analysis (explanation). The study's data analysis method adhered to the principles of qualitative research. Activities like synthesis, pattern recognition, and meaning discovery were all part of data analysis. The ideology that emerged in English language teaching in Islamic colleges in Borneo, the manner in which discourse-based learning was applied in English language classrooms, and the reasons behind lecturers' need to adopt discourse-based learning were all examined in the data analysis. The interactive model (Miles et al., 2014) was used for the data analysis, which included stages for data collection, data condensation, data display, and conclusion drawing. Based on Fairclough's (2013) introduction and development of the critical discourse analysis technique, the data analysis in this study was conducted operationally and in accordance with the research objectives.

4. Results

- *Topics Discussed as The Discourse in the English Classroom*

Regarding the indicators of what discourse should be discussed, when teaching English that must be taught, the responses from 126 respondents are shown in Figure 1.

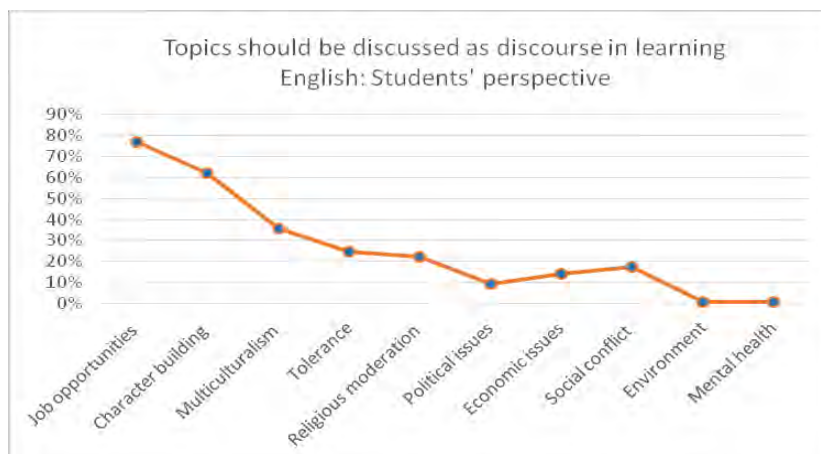


Figure 1: Students' Perspective of Topics to Be Discussed as Discourse in Learning English.

Figure 1 reveals that 77% of Borneo's students—97 out of 126—argue that career opportunity is the most crucial issue to learn while learning English. Character education, meanwhile, also seemed to be in vogue, as indicated by 61% of students, or 78 out of 126, who said that character education must be taught as part of the discourse surrounding English language learning. All things considered, the study concluded that the discourse surrounding employment opportunities (77%) character building (61%), multiculturalism (35%), tolerance (24%), moderation of religion (22%), political issues (12%), economic issues (18%), and social conflict (33%), should all be discussed in English language learning.

English language teachers in Borneo respond to questions about the topics that should be stressed when teaching English slightly differently than students. Figure 2 data shows the lecturers' responses:

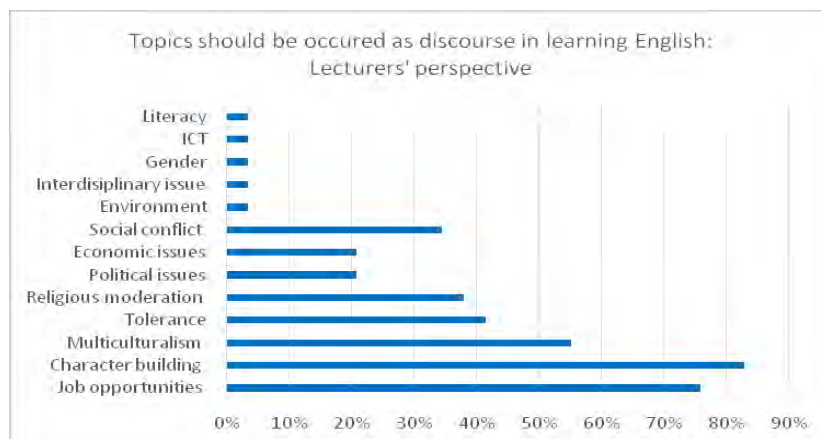


Figure 2: Lecturers' Perspective of Topics to Be Discussed as Discourse in Learning English.

The English language lecturers suggest that character building was the most crucial topic that should be discussed in discourse learning in English language teaching. In the meantime, the second most significant discourse in English language teaching was that of career opportunity.

- *Implementation of Discourse-Based Education into Practice in English Classrooms*

Observations, documentation, and interviews displayed a number of findings about the implementation of discourse-based teaching in English classrooms. English language and skill instruction were the focus of English teaching in Islamic universities in Borneo. English language lecturers prepared lessons using teaching materials prior to actually teaching English language skills. A number of resources were prepared from scientific articles, newspapers, magazines, books, websites, and social media sources that are relevant to the lesson they wish to teach. Discourse-based teaching, in which English language teachers prepare English lessons not only focused on English content but also provided knowledge about other issues that were developing in society, had been implemented since the preparation of the lesson plan.

The topics covered in the discourse for the implementation of English skills teaching (reading, writing, speaking, and listening) included career opportunity, character building, multiculturalism, tolerance, moderation of religion, political and economic issues, social conflict, environment, gender, ICT, and literacy (Brodin, 2017; Emilia et al., 2017; Hass, 2017; Jam et al., 2016). The resources used to teach reading differed based on the learning objectives and degree of difficulty. Reading materials were typically academic texts on relevant subjects, such as textbooks, articles, and scientific journals. Furthermore, English-language fiction texts like novels, short stories, and poetry were provided by the lecturers. It is evident that when it comes to discourse-based teaching in reading teaching, teachers use news texts, which are English-language newspaper or magazine articles about hot issues that are currently being discussed in the public, like identity politics, multiculturalism, presidential elections, and moderation in religion.

Similar to teaching of reading, teaching of listening involved using different resources based on the learning goals and degree of difficulty. The resources offered included YouTube videos with talks, talk shows, movies, or songs in English, podcasts featuring common English-language conversations in real-world contexts like malls or travel agencies, and more. The resources utilized were geared toward assisting students in developing their comprehension of spoken English, practicing it, and understanding its application in everyday contexts. Offering listening materials from podcasts or videos that cover both domestic and international topics, like presidential elections or climate change, was one way to teach discourse-related listening.

Thus, in this study, resources offered for teaching writing were diverse and included a range of texts designed to assist students in developing their English writing abilities, including knowledge of proper syntax and structure and effective idea organization. Teaching students to write also aimed to increase the students' vocabulary and strengthen their ability to communicate in written English. Lecturers used argumentative essay texts as teaching materials when using discourse-based learning. Students were asked to share their thoughts and arguments on contemporary issues, including identity politics, women in leadership roles, the wearing of the hijab, etc., through these essay texts.

The study findings reveal that discourse-based teaching is the most common approach to teaching speaking, particularly in class discussions. The Speaking class discusses a variety of discourses during these sessions, such as governor elections, mayor elections, presidential elections, rivalry on political parties, diversity in Islamic organizations, women leaders, global warming etc. Lecturers are free to select the topics they want to cover, and the topics that are most commonly discussed are politics, the arts, and culture. This research's intriguing conclusion relates to the discourse that English language teachers constantly seek to communicate. English language teachers in Borneo place a lot of emphasis on topics like religious moderation and character building. These two topics consistently come up in Speaking classes, even though other topics are also covered. One of the key topics in the classroom is the character education topic, which includes how students should behave toward their lecturers and professors. Additionally, there are countless topics to cover when it comes to religious moderation.

The teacher's response to the aforementioned statement is as follows:

More talks about character development should be presented to college students because, in the event of a pandemic, online learning has a big influence—especially on those who must start their studies online. This necessitates emphasizing social communication, critical thinking, ethics and manners in conversations. (B.23)

Character development is also given priority in the Indonesian curriculum. so that as future educators, students can apply what they learn about character development to themselves as a kind of self-awareness. It is hoped that when they become educators, they will not only be excellent teachers but also contribute positively to their students' character development. (A.8)

The purpose of evaluating English language teaching is to assist teachers in determining how well they are teaching as well as to offer insightful criticism to students in order to help them become more fluent in English. The evaluation is based on the English language proficiency that needs to be assessed; for instance, the speaking and writing tests differ from the listening test and the reading test, etc. Regarding the results of discourse-based teaching, however, assessments are made in the form of essays for writing classes on current issues and talks for speaking classes on contentious subjects.

- *Reasons For Implementing the Discourse-Based Learning in English Language Learning*

Discourse-based teaching may be implemented for a number of reasons, as the arguments suggest. This was discovered by applying a critical analysis approach with the "social change" model and focusing the findings of observations, including the disclosure of documentation data, and interviews with English language lecturers and students. These reasons included national integrity, religious affairs' policy and development of critical thinking. For instance, national integrity is evident in Indonesia's multiethnic and multicultural society, where nationalism ideology is crucial to preserving national Integrity because diversity breeds disintegration. Therefore, a major factor in the discourse development in English language classes is the ideology of national Integrity. Respondent (A.19) rightly commented: *English language learners need to have a solid understanding of cross-cultural differences because the society they will be living in is increasingly*

multicultural and diverse. (A.19). With the goal of preserving national unity and integrity, the development of discourse with topics on multiculturalism and tolerance modifies the pattern of English language instruction to become discourse based.

Secondly, the religious affairs policy of the ministry also played a major role in discourse development in English language policy of religious moderation. Indonesia is a multireligious country being multiethnic and multicultural. Since identity politics first surfaced in the 2017 Jakarta governor's race and the 2019 presidential election, Indonesia's religious life has developed in a very dynamic manner. As the custodian of religious life, the Ministry of Religious Affairs seeks to guarantee that adherents of various religions coexist in harmony, peace, and respect. However, since polarization has become more prevalent in Indonesian society, it has numerous difficulties. As a result, the Ministry of Religious Affairs released guidelines for religious practice in the form of a religious moderation program.

The respondent (A.2) noted: *This agenda has influenced the discourse development in English language instruction in Indonesia's Islamic universities. Since we are an educational institution governed by the Ministry of Religious Affairs and must thus carry out its policies, the topic of moderation must be covered in English language instruction classes. Furthermore, it is essential that this policy of religious moderation instills respect for one another and for religious life.* (A.2) Likewise, respondent D.26 added: *Given its close relationship to character development, it is imperative that we address the topic of religious moderation. Students who practice religious moderation are better able to discriminate between right and wrong and are less likely to place the blame for an action or event that has already occurred. It is necessary to discuss political, social, and religious issues with students in order to help them develop the kind of critical thinking and moderation that will help them become excellent citizens.* It makes sense that discussions of religious moderation have a significant impact on English teaching in Islamic universities. These universities promote national Integrity and religious moderation in addition to teaching students how to master the four language skills in English.

Lastly, the development of critical thinking was the most often mentioned justification in this study, as responded to by English language teachers at Islamic universities in Borneo. Critical thinking is one of the abilities that every person in the 4.0 Industrial Revolution era needs to have. As a result, this ability is crucial and contributes to the discourse-based approach to teaching English. When questioned about the issue, English language teacher (A.2) responded: *In addition to knowledge about English language studies, other knowledge and information are crucial to widen perspectives, encourage critical thinking, and pique students' interest in other areas that might call for their own involvement in order to directly assist and offer astute solutions that take into account the experiences of each student from a variety of backgrounds, cultures, and environments.* (A.2) Making reasoned decisions and reasoned judgments requires the ability to recognize, assess, and evaluate arguments and supporting data—a skill that critical thinking entails. For students to be able to navigate complex issues, make informed decisions, and meaningfully contribute to society, critical thinking must be taught.

5. Discussion

The results of this study were intriguing. The study discovered that gathering teaching resources pertaining to contemporary problems in the national and international context in the domains of economics, social, politics, and culture facilitates the discussion of diverse discourses that develop into ideologies in English language teaching. This is used in the classroom to teach the four English language skills of speaking, reading, writing, and listening. According to earlier research findings (Bhowmik, 2016; Cots, 2006; Habib et al., 2021; Hairston, 1992; Lowe, 2020; Rahman & Singh, 2020; Razfar & Rumenapp, 2012; Tupas, 2018), this implies that ideologies are incorporated into the teaching of English language.

Job opportunities (77%), character building (61%), multiculturalism (35%), tolerance (24%), religious moderation (22%), political issues (12%), economic issues (18%), and social conflict (33%), according to students, are the discourses that should be added to English language learning, the study found. While a few studies covered topics like diversity, tolerance, moderation in religion, political and economic concerns, social conflict, the environment, gender, ICT, and literacy (Brodin, 2017; Emilia et al., 2017; Hass, 2017; Jam et al., 2016), others focused on character development and career opportunities (Cherifi & Hadji, 2018; Hollingworth, 2008; Kimanen, 2019; Lowther Pereira, 2010; Parba, 2018; Saxena, 2008; Sudajit-apa, 2017; Sung, 2018). In addition to the aforementioned ideologies, other research studies have discovered the existence of power practices in the classroom (Cherifi & Hadji, 2018), ideologies connected to politics and curriculum in universities (Xiaoyan & Honglian, 2021), and ethnic ideologies in English language classes (Grinage, 2019). This demonstrates how divisive ideas are starting to surface in the classroom. Borneo's multiethnic English language classroom serves as a microcosm of Indonesia's multicultural and multiethnic society (Hahn, 2018; Harb, 2017; Kurniawan & Miftah, 2021; Miranda & Valencia Giraldo, 2019; Siddiqui, 2020).

The study's conclusions highlight the significance of the multicultural, tolerant, and socially conscious ideologies that English language teachers at Islamic universities in Borneo present when discussing the social conflicts that frequently arise in society and may originate in the classroom. Indonesia is a multicultural and

multiethnic country where social unrest is common, necessitating efforts to uphold nationalism and national cohesion. Due to the bitter experiences that Indonesians had with identity politics during the 2017 Jakarta Governor's race (Lestari, 2019; Nasrudin, 2018; Sari, 2016) and the 2019 Presidential election (Ardipandanto, 2020; Farida & Yoedjadi, 2019; Rifan, 2020; Rubaidi & Setianingsih, 2021), there is a strong push to develop nationalism ideology as discourse in English language teaching classrooms in order to preserve national integrity.

As the entity in charge of religious affairs with regard to the aforementioned matter, the Ministry of Religious Affairs has a moderate religious agenda in anticipation of the escalation of social-religious conflicts in Indonesia's multicultural society. Consequently, it's also necessary to develop multiculturally based discourses, as studied by Garza and Crawford (2005). It is necessary to expose and help students deal with a variety of viewpoints and points of view on a range of topics. This is the point at which discourse-based learning is so urgent.

Other researchers' studies on discourse-based teaching (Lien, 2014; Meisert & Böttcher, 2019; Pirogowska, 2017; Shishlova & Kuritsyn, 2017) demonstrate the importance of critical thinking and the necessity of focusing on discourse-based teaching in order to teach diverse perspectives (Al Zahrani & Elyas, 2017; Cahyaningrum et al., 2022; Mrah, 2017; Omar & Albakri, 2016). This point is a crucial component of the research because, in order to be truly discourse-based, learning must incorporate and address other aspects in addition to the English language curriculum. In today's world of abundant and frequently contradicting information, critical thinking abilities are essential. Students can learn to sort through information, recognize biases and assumptions, and assess arguments and supporting data by honing their critical thinking abilities. They can use this to make educated decisions and benefit society as a whole. The aforementioned claims support the need for discourse-based instruction in language classrooms, which has been stated by a number of earlier researchers (Berlin, 1988; De Costa, 2016; Kimanen, 2019). In the context of this study, however, there is a divergence of opinion between the lecturers and students: the English language lecturers believe that character building is the topic that needs to be discussed, while the students want to talk about career opportunities.

Numerous studies (Almerico, 2014; Chistyakova et al., 2017; Fahmy et al., 2015; Mu'minah, 2015; Rokhman et al., 2014; Sokip et al., 2019; Wadu et al., 2021; Yulianti & Sulistiyawati, 2020) have addressed the importance of character development. In the meantime, the development of Islamic character is the main goal of character education in Islamic universities (Ahyar & Dwina, 2021; Munawarah & Nur, 2022; Siti & Nur Kholik, 2021). Adab, or manners, is a crucial topic in Islamic character education. Character education is therefore crucial because of the shift in character and insensitivity to character among English language learners as a result of the pandemic's lack of social interaction. Students who interact through Zoom meetings or Google Meet lack positive role models, and as a result, their ignorance causes behavioral and character changes.

6. Conclusion

The ideology of character building permeates English language teaching in Islamic universities in Borneo for a number of reasons, including the need to produce graduates with strong Islamic character and the spirit of nationalism and political agenda of the Ministry of Religion, which aims to maintain national unity through religious moderation and the shift in character values, particularly during and after the pandemic. The goal of English language teaching is to equip students with the critical thinking abilities they will need to compete in the information age as well as to become fluent in the language. Lesson planning, delivery, and assessment of English language instruction are the first steps in discourse-based teaching. The research's implications include the necessity of working to develop students' character through the planning and execution of English language teaching that satisfies their needs and demands while also preparing them to compete on a worldwide scale.

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