

## A TEXT-BASED INTEGRATED LESSON MODEL FOR TEACHING DISCOURSE LINGUISTIC COMPETENCE

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**Abstract:** *This study explores the effectiveness of a text-based integrated lesson model in developing discourse linguistic competence among English as a Foreign Language (EFL) learners. Discourse competence, as a crucial component of communicative competence, enables learners to produce coherent and cohesive texts in both spoken and written forms. The research adopts a qualitative and quasi-experimental approach, involving first-year university students. The proposed model integrates reading, speaking, and writing activities through authentic texts, emphasizing coherence, cohesion, and contextual meaning. The findings indicate that students exposed to the text-based integrated approach demonstrate significant improvement in organizing ideas, using discourse markers, and maintaining logical flow in communication. The study highlights the pedagogical value of integrating skills through text-centered instruction and offers practical implications for language teachers aiming to enhance learners' discourse competence.*

**Keywords:** *Discourse competence, text-based instruction, integrated skills, EFL learners, cohesion, coherence, communicative competence*

In modern language education, the development of communicative competence has become a primary objective. Among its components, discourse linguistic competence plays a vital role in enabling learners to construct meaningful and logically structured communication. However, traditional language teaching methods often focus on isolated grammar and vocabulary, neglecting the integration of language skills and discourse-level understanding.

A text-based integrated lesson model provides an effective solution to this issue. By using authentic texts as the central unit of instruction, learners are exposed to real language use, which enhances their ability to understand and produce coherent discourse. This study aims to investigate how such a model contributes to the development of discourse competence in EFL learners.

Discourse competence has been extensively examined within the broader framework of communicative competence, which remains a central concept in modern language pedagogy. It encompasses a learner's ability to construct meaningful, coherent, and contextually appropriate stretches of language beyond the sentence level. Unlike grammatical competence, which focuses on the accuracy of individual linguistic forms, discourse competence emphasizes the organization of ideas, the logical sequencing of information, and the ability to maintain unity in communication. In both spoken and written discourse, learners are expected not only to produce grammatically correct sentences but also to ensure that these sentences function together as a cohesive and purposeful whole.

A key distinction in discourse studies is between *coherence* and *cohesion*, which together form the foundation of discourse competence. Coherence refers to the semantic and logical relationships that make a text meaningful to the reader or listener. It involves the clarity of ideas, the relevance of information, and the overall structure of

communication. Cohesion, on the other hand, relates to the explicit linguistic devices used to connect different parts of a text. These include reference (e.g., pronouns), conjunctions (e.g., however, therefore), lexical repetition, substitution, and ellipsis. While cohesion operates at the surface level of language, coherence reflects deeper cognitive and interpretive processes. Effective discourse requires a balance of both elements, as cohesive devices alone cannot guarantee coherence if the underlying ideas are not logically organized.

In recent decades, text-based instruction has emerged as a prominent approach for developing discourse competence. This approach shifts the focus from isolated sentence-level practice to the use of complete texts as the primary unit of teaching and learning. Authentic texts—such as articles, stories, dialogues, and academic passages—provide learners with exposure to real-life language use, including natural patterns of cohesion and discourse organization. Through guided interaction with such materials, learners can observe how ideas are introduced, developed, and concluded within a meaningful context. This not only enhances comprehension but also enables learners to internalize discourse structures and apply them in their own communication.

Moreover, text-based instruction aligns closely with the principles of communicative and constructivist learning theories, which emphasize active learner engagement and the construction of meaning through interaction. When learners work with texts, they are not merely decoding linguistic forms; they are interpreting meaning, identifying relationships between ideas, and critically evaluating content. This process contributes to the development of higher-order thinking skills, which are essential for effective discourse production.

Another significant development in language teaching is the integration of language skills. Traditional methods often treat reading, writing, listening, and speaking as separate components, resulting in fragmented learning experiences. However, contemporary research supports the integration of these skills, arguing that language is naturally used in a combined and interdependent manner. Integrated skills instruction enables learners to transfer knowledge from one skill to another—for example, using reading input as a basis for speaking or writing output. This interconnected approach mirrors authentic communication and provides learners with more opportunities to practice discourse-level language use.

When text-based instruction is combined with integrated skills teaching, the potential for developing discourse competence is significantly enhanced. Learners engage with texts not only as readers but also as speakers and writers, thereby reinforcing their understanding of discourse features through multiple modes of interaction. For instance, a reading activity may be followed by a discussion, a summary, or a written response, each of which requires the learner to organize ideas coherently and use appropriate cohesive devices. Such activities promote deeper processing of language and facilitate long-term retention.

Despite the recognized benefits of text-based and integrated approaches, there remains a notable gap in the availability of structured pedagogical models that systematically address the development of discourse competence. Many instructional practices rely on general principles without providing clear, step-by-step frameworks for implementation. As a result, teachers may face challenges in designing lessons that effectively integrate discourse-focused objectives with practical classroom activities.

Furthermore, existing studies often focus on either theoretical aspects of discourse competence or general teaching strategies, without sufficiently linking theory to classroom application. There is a growing need for models that not only explain the components of discourse competence but also demonstrate how these components can be taught through carefully sequenced instructional stages. Such models should incorporate explicit instruction on cohesion and coherence, opportunities for guided practice, and tasks that encourage independent discourse production.

In this context, the development of a text-based integrated lesson model represents an important contribution to language pedagogy. By combining authentic texts, integrated skill activities, and a structured teaching framework, such a model can provide a comprehensive approach to fostering discourse competence. It can also support teachers in bridging the gap between theoretical knowledge and practical application, ultimately leading to more effective and meaningful language learning outcomes.

This study employs a quasi-experimental design involving first-year EFL students at a university. Two groups were selected: an experimental group and a control group. The experimental group was taught using the text-based integrated lesson model, while the control group followed a traditional method.

#### **Procedure**

The teaching process in the experimental group was organized into the following stages:

1. **Pre-reading stage** – activating background knowledge and introducing key vocabulary
2. **While-reading stage** – analyzing text structure, coherence, and cohesion
3. **Post-reading stage** – engaging in speaking and writing tasks based on the text
4. **Production stage** – creating new discourse using learned structures

#### **Data Collection**

- Pre-test and post-test
- Classroom observations
- Students' written assignments

The results reveal that students in the experimental group showed noticeable improvement in their discourse competence compared to the control group. Specifically, they demonstrated:

- Better use of discourse markers (e.g., however, therefore, in addition)
- Improved coherence in organizing ideas
- Enhanced ability to produce logically structured texts

The findings confirm that text-based integrated instruction supports meaningful language learning. By working with authentic texts, students develop not only linguistic accuracy but also communicative effectiveness.

Moreover, integrating multiple skills helps learners transfer knowledge across different language domains, making learning more holistic and practical.

The study concludes that a text-based integrated lesson model is an effective approach for developing discourse linguistic competence in EFL learners. It promotes coherence, cohesion, and contextual language use, which are essential for real-life communication.

The research suggests that language teachers should adopt integrated and text-centered methodologies to improve learners' discourse abilities. Future research may focus on applying this model in different educational contexts and proficiency levels.

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