

## ОСНОВНОЙ РАЗДЕЛ

DOI

*Ermanov D.R.  
English Philology Department  
Tashkent State Uzbek language and literature university  
Uzbekistan, Tashkent  
<https://orcid.org/0000-0001-8765-9307>*

### TEACHING SPEAKING FOR IELTS THROUGH DISCOURSE

*Abstract. Discourse-based language instruction considerably aids the development of communication skills. Speaking and writing discourse are both included in teaching through discourse, which significantly aids in students' speech development. An crucial factor is the capacity to combine knowledge of English speech with the implementation of speech-based activities. The purpose of this article is to evaluate the value of teaching a language through discourse and to compare spoken and written discourse as teaching methods.*

*Key words: discourse, spoken discourse, written discourse and discourse based teaching, teaching language through discourse.*

#### **Introduction**

Discourse analysis is studied and taught in order to involve students and teachers in the analysis of texts and conversations. Analyzing speech data naturally involves students in learning about social language use and helps them to reflect on and critically assess knowledge gained through studies of syntax and semantics, for example. Students have the chance to investigate how meaning is created and contested in speech and to consider the function of language in social interaction through this type of learning. In order to teach speech analysis, it is necessary to familiarize students with pertinent ideas and help them apply these theories to everyday language use. A critical component of communication competency is speech proficiency, which is widely acknowledged. Students and teachers are involved in the study of texts and dialogue through the study of discourse analysis and its teaching. Students are naturally drawn to studying about social language use and are encouraged to reflect on and critically assess what they have learned in the study of syntax and semantics, for example, through the analysis of speech data. Students have the chance to study the construction and negotiation of meaning in speech as well as to consider the function of language in social interaction through this type of learning. The process of teaching speech analysis include presenting students to pertinent theories and assisting them as they apply these theories to actual language use. Speech proficiency is frequently seen as an essential component of communicative proficiency. Regarding this, several IELTS tutors were questioned. They were discussing their teaching strategy. Based on the IELTS

scores of students taught by IELTS teachers, the research's findings are concentrated on which method is more efficient for teaching the language through dialogue. Which method—written discourse, spoken discourse, or both—is more effective for teaching? We did this study to determine the most effective way to teach the language through discourse.

### **Literature Review**

Discourse-based language instruction is becoming more and more popular worldwide. Discourse-based language instruction is a very practical and successful teaching strategy. Every country enjoys its popularity. Discourse-based instruction can be used by teachers to teach a variety of language skills, including vocabulary, grammar, reading, and listening.

#### *What is discourse?*

We define "discourse" to make sure we're all on the same page before we start teaching language through discourse. The Latin prefix "dis-" which means "away" and the root word "currere" which means "to run" are the sources of this term. Therefore, the word "discourse" means "run away" and refers to the means by which dialogues are carried out. Discourse analysis is the examination of spoken or written language in a public setting. Furthermore, discourse refers to the context and verbal and written exchange of ideas in natural spoken and written language. Discourse refers to any interconnected oration or literary form. Discourse can take the form of any sound or brief discussion, note or book. Its length is not less than a phrase and its meaning is clear. For instance, you can talk to anyone about anything, and you can communicate your views or thoughts in both formal and casual writing. It will serve as a model for conversation.

Because French philosopher, author, and literary critic Michel Foucault conducted extensive research on discourse, we now know a great deal about it. He established and expanded the discourse notion. Emanuel A. and Schegloff, (1982) discussion of discourse makes a number of arguments. It is improper to use discourse to explain more than one sentence, because sentences are not usually complicated or extended in dialogue. Sometimes, it may be brief or even limited to a single word, as in the cases of the phrases "No smoking," "Stop," or the frequently used notion of speech as a linguistic unit. The term "speech" is defined by linguists as "a linguistic unit that is larger than a sentence and firmly rooted in a specific context." However, Halliday & Hasan, (2014) claim that discourse can be as long as certain novels—hundreds of thousands of words long. There is a middle ground between these two extremes in conversation. Meanwhile, scientists offered their opinions on the discussion. The social use of language to convey complex historical meanings is known as discourse. It is a language that changes depending on who speaks it and when, as well as the social context in which it is used. Language can never be 'neutral' since it connects our social and personal worlds (Henry & Tator, 2002). Bloor also gave a brief explanation of discourse. Bloor & Bloor (2013) state that "the study of

discourse can include context, information, or knowledge shared between speaker and listener."

Additionally, some academics believe that the discourse is connected to particular subjects, such as environmental discourse or colonial discourse. Such labels can also convey a certain attitude toward the subject (for instance, those who participate in environmental discourse are typically expected to care more about conserving resources than wasting them). In a similar vein, Foucault defines discourse as "the practices that systematically shape the objects of which they speak" (Foucault & Foucault, 1972). Ogden stressed the role of discourse and how it differs from other fields. Discourse is mostly utilized in the social sciences to characterize people's spoken reports. People who are interested in language, speech, and what people say specifically analyze speech. From a sociological standpoint, this method looks at the language people use to describe various parts of the world. (Ogden, 2002).

I want to share some discourse analysis knowledge. A variety of characteristics of discourse analysis have definitions from various angles. A broad category of qualitative research techniques used to examine language use in social contexts is collectively referred to as discourse analysis. By examining the underlying meaning of what people say and how they say it, whether through face-to-face communication, written materials, nonverbal interaction, or visual representations, researchers employ these techniques to understand the world. Discourse analysis, which was created as a result of study in the linguistics, psychology, anthropology, and sociology departments, was originally introduced by Z. Harris. Text linguistics deals with written texts from a variety of genres and contexts, whereas discourse analysis provides a more cognitive and social perspective on language usage and communicative exchange, according to Elite Olshain, Marianne Celce-Murcia, (2000) description of the area.

#### *What is the function of discourse?*

The development of human discourse and human behavior have a significant role. Discourse is a component of all forms of communication. Despite the fact that there are numerous varieties of discourse analysis, I would want to specifically emphasize the spoken and written forms. We communicate with one another and express our feelings, thoughts, and ideas through spoken discourse. When we consider how important and pervasive communication has become in our daily lives. The expected and actual responses of the listener are a crucial component of spoken discourse, which is a continual, situational interpretation of the communicative goals of the speaker (Cornish, 2006). As a result, developing a speech requires active participation from all parties. The foundation of this creative activity is text writing, which is ordered not only by the linguistic content of the created words but also by non-verbal cues.

#### *What is written discourse?*

Written discourse is composed of words with a specific theme or organization for the purpose of a written declaration. Structure, coherence,

logical progression, and the variety of linguistic resources are all aspects of written speech.

The discipline of written discourse analysis is expanding. It enables scientists to pursue several avenues of inquiry. According to scientists, "the study of literary texts" and "the study of form-function relationships within language segments" are both involved in discourse analysis. Oral and written language are also studied (Grabe, 1984). Information is transferred through written conversation as well, despite the label suggesting otherwise. Both the sender and the recipient must be successful in order for the communication to take place; the sender must be able to write, and the recipient must be able to read. In other words, some talks can be written down in advance, subconscious speech can be written down in advance, and impromptu speech can be recorded and thoroughly evaluated. Similar to deliberate speech, accidental speech can be captured and transcribed for in-depth research.

#### *Teaching language*

When a pupil is being taught a language, they are being taught how to write, read, speak, listen, and use that language. They should first be taught vocabulary, or words, and then, after a month or two of mastering the sounds and a few basic sentences, they should begin learning grammar. Naturally, as soon as a child can speak, he or she starts teaching others how to speak, read, write, listen, and converse in their native tongue.

Language knowledge is about understanding how sentences are utilized to create effects rather than only comprehending, speaking, reading, and writing sentences (Walton, 1983).

#### *Teaching language through discourse*

In order to teach language through discourse, teachers play a crucial role. Discourse-based instruction can be used by teachers to teach a variety of language skills. Naturally, authentic written and spoken speech can be a helpful resource for discourse-based language instruction. A brief passage from a book, magazine, reading a storybook, music, broadcasts, images, ads, and more can all be considered authentic resources. The teacher can impart grammar rules or vocabulary using these real-world materials. When reading a story or an article, learners can recognize vocabulary terms or grammar rules and how they are utilized in the context. They can also pick up new words and learn new material. Then the teacher can give instructions to the students so they can tell their group or the entire class the tale or information from the article.

Additionally, teachers can instruct students to write essays on topics that are clearly presented in stories or articles, such as friendships or studying abroad. Additionally, a teacher can advise students to listen to celebrity speeches, interviews, or recordings of their voices. Students can experience a typical English environment and oral discourse using these listening materials, and they can learn how social interactions between speakers of different languages might take place. After that, the teacher can divide the class into two

groups for discussions and debates to improve speaking abilities through what they have learned and can give writing projects to strengthen writing skills, such as having students create stories out of words connected to the topic.

Chomsky's context-free model and sentence-level paradigm were opposed by a large number of academics, which sparked the creation of the discourse-based approach to language instruction. In other words, according to functional linguists Halliday and Hymes, who popularized the term "communicative competence," language includes discourse and use in addition to grammar, lexicon, and phonology as necessary elements. Language also includes inherent mechanisms for language learning. This method stands out because it examines cohesive chunks of actual English rather than the typical artificially constructed sentences used by the Chomskyan School. Scholar and other methodologists asserted that language instruction should incorporate social skills like requests, apologies, and complaints as well as ideas like time, place, and amount (Wilkins, 1976).

In conclusion, since we utilize a communicative approach to teach foreign languages, discourse and language education are intertwined in the present world. A language cannot be taught in isolation, so language teachers must always include authentic communicative objectives, materials, and activities in their classes. Teachers are encouraged to implement discourse-based instruction for all language skills, including pronunciation, grammar, and vocabulary (listening, reading, writing, and speaking), in order to meet these objectives. While employing this strategy, various communication abilities (linguistic, sociolinguistic, discursive, and strategic), as well as careful activity selection and design, should be taken into account.

### **Methodology**

In this research, answering following questions was conducted.

- Is it more effective to teach a language through written or oral discourse?

- Or is it more effective to teach using both spoken and written discourse?

The purpose of our research is to find answers to these questions. Because in Uzbekistan, written discourse or spoken discourse is more important in improving students' knowledge of the English language? I interviewed a total of 5 IELTS teachers. These teachers teach English to students in different language training centers, and their ages and work experience are different.

### *Participants*

We conducted our conversation with IELTS zone teacher Otaboyev Ghanisher, Thompson training center teacher Mr. Dilshod, Result training center teacher Abdulmalik Abdulvahidov, Target training center teacher Muhitdinov Dilshod, Kerimov Khurshid. Informations of teachers are included in this table.



Table-1

| # | Teacher's name          | Place of work            | Age | IELTS score | IELTS teaching experience | Amount of years in abroad and the country name |
|---|-------------------------|--------------------------|-----|-------------|---------------------------|--|
| 1 | Otaboyev Ganisher       | IELTS zone               | 22  | 8           | 2 years                   | No   |
| 2 | Mr Dilshod              | Thompson Learning Center | 29  | 8           | 3 year                    | 2 years In Germany                             |
| 3 | Abdulmalik Abdulvahidov | Result Learning Center   | 25  | 8           | 4 years                   | 2 years In Italy                               |
| 4 | Kerimov Xurshid         | Everest Learning Center  | 30  | 8           | 10 years                  | 2 year In the USA                              |
| 5 | Dilshod Muhitdinov      | Target Learning Center   | 34  | 8           | 9 years                   | 2 years In the USA                             |

### *Procedure*

We used IELTS certificates to determine the students' level of English. I made a table of the certificates they received.

Otaboyev Ganisher taught 4 skills in English to get the IELTS language certificate. For example, Speaking, Listening, Writing and Reading. In order to improve students' writing skills they were given the task of writing different discourse texts at the beginning. By reading writing samples and learning how to master the ideas in them. Replacing more words with synonyms, using different sentences: complex, simple. To improve listening skills, podcasts teach you to listen and write, learn unfamiliar words, and try to understand the audio. Each section of listening was taught separately. Then he taught them how to find the answers by listening to the audio by giving exercises with questions without answers. In order to improve reading skills, he tries to understand the given discourse or text without reading it all, while teaching him to find the necessary information through the skimming method. For improving speaking skills, it is possible to learn vocabulary phrases, read discourse texts, and expand one's worldview by taking information from it. This method is useful for improving both writing and speaking skills. He said that it is always necessary to speak English in class. He emphasized that those who break this rule would be punished.

Students IELTS certificate Table-2

| Students  | Listening | Reading | Writing | Speaking | Overall |
|-----------|-----------|---------|---------|----------|---------|
| A student | 7.0       | 7.0     | 6.5     | 6.5      | 7.0     |
| B student | 6.5       | 6.5     | 6.0     | 6.5      | 6.5     |
| C student | 7.0       | 7.0     | 6.0     | 7.5      | 7       |
| Average   | 6.8       | 6.8     | 6.1     | 6.8      | 6.8     |

Mr. Dilshod, a teacher at Thompson Learning Center, always said the students to speak only English. His spoken discourse is visible on computer screens. Because if he always speaks English during the lesson, it will be well established in the student's brain. Of course, at first, it will be a little difficult, but the students will try to understand and catch up with everyone. This educational center is equipped with very modern educational tools. He said that he would give the tasks with various discourse texts prepared by the learning center. They emphasized that I teach listening, reading, speaking, and writing skills only through oral speech, which will help them to think like English people.

Students IELTS certificate Table 3

| Students  | Listening | Reading | Writing | Speaking | Overall |
|-----------|-----------|---------|---------|----------|---------|
| A student | 8.5       | 7.5     | 6.5     | 8.5      | 8       |
| B student | 8.5       | 7.5     | 6.5     | 7.5      | 7.5     |
| C student | 8.0       | 7.0     | 6.5     | 7.5      | 7.5     |
| D student | 7.0       | 8.0     | 6.5     | 6.5      | 7.0     |
| E student | 7.0       | 8.0     | 6.0     | 7.0      | 7.0     |
| F student | 7.0       | 8.0     | 6.0     | 7.0      | 7.0     |
| H student | 7.5       | 8.5     | 6.5     | 7.5      | 7.5     |
| G student | 7.5       | 7.0     | 6.0     | 7.0      | 7.0     |
| Average   | 7.6       | 7.6     | 6.3     | 7.3      | 7.3     |

Our next conversation was with Abdulmalik Abdulvahidov, a teacher of the Result educational center. He said that he would teach Listening, Speaking, Writing, Reading skills month by month during the 4-month course. That is, he said that one month of Reading, one month of Listening, one month of Writing, and one month of Speaking skills are taught. He said: "I always teach the lessons in English, that is, through oral speech, it is not allowed to speak Uzbek". During the 4-month course, the English language is taught, and of course it is necessary for students to have basic knowledge before that. They always write discourse texts to improve their writing skills. Sometimes the group is assigned the task of writing written discourse during the lesson. He said that to improve Listening skills, he will give the task of listening to podcasts, and then they will come and talk about it in class. In order to improve reading skills, he is given the task of giving various articles and performing exercises. While giving the task of preparing the sheets with questions to improve speaking skills. He emphasized that he gives necessary information on how to prepare and speak for each task.

Students IELTS certificate Table 4

| Students  | Listening | Reading | Writing | Speaking | Overall |
|-----------|-----------|---------|---------|----------|---------|
| A student | 8.5       | 7.5     | 6.0     | 7.0      | 7.5     |
| B student | 6.5       | 6.0     | 5.5     | 5.5      | 6.0     |
| C student | 8.0       | 8.0     | 6.5     | 7.5      | 7.5     |
| D student | 6.5       | 8.0     | 6.0     | 7.0      | 7.0     |
| E student | 8.0       | 7.0     | 6.0     | 6.5      | 7.0     |

|         |     |     |   |     |   |
|---------|-----|-----|---|-----|---|
| Average | 7.5 | 7.3 | 6 | 6.7 | 7 |
|---------|-----|-----|---|-----|---|

Our next interview was with Kerimov Khurshid, a teacher of the Everest educational center. He emphasized that he tries to teach all language skills to students perfectly in order to teach English. In order to improve speaking skills, spoken discourse are carried out every day, for example, speaking topics are prepared from the Speaking-up program, speaking is done one by one, and spoken discourse texts are given at home, and the task is to send the given topic as an audio message. In order to improve writing skills, he explained all the writing structures one by one, and said that he would give the task of writing an essay at home in every lesson. In order to improve reading skills, he emphasized that he would give written discourse texts from reading topics in different books. In order to improve Listening skills, he said that learners will listen to BBC podcasts every day, record it and check it together in class, and give my recommendations on mistakes and shortcomings.

Students IELTS certificate Table 5

| Students  | Listening | Reading | Writing | Speaking | Overall |
|-----------|-----------|---------|---------|----------|---------|
| A student | 8.0       | 8.0     | 5.5     | 6.0      | 7.0     |
| B student | 6.5       | 7.5     | 6.0     | 7.0      | 7.0     |
| C student | 7.0       | 6.0     | 5.5     | 6.0      | 6.0     |
| D student | 7.5       | 7.5     | 6.5     | 6.0      | 7.0     |
| E student | 8.0       | 7.5     | 6.5     | 6.5      | 7.0     |
| F student | 8.5       | 6.0     | 6.0     | 6.5      | 7.0     |
| G student | 7.0       | 7.0     | 6.5     | 6.0      | 6.5     |
| H student | 6.5       | 6.0     | 5.5     | 6.5      | 6.0     |
| Average   | 7.3       | 6.9     | 6       | 6.3      | 6.6     |

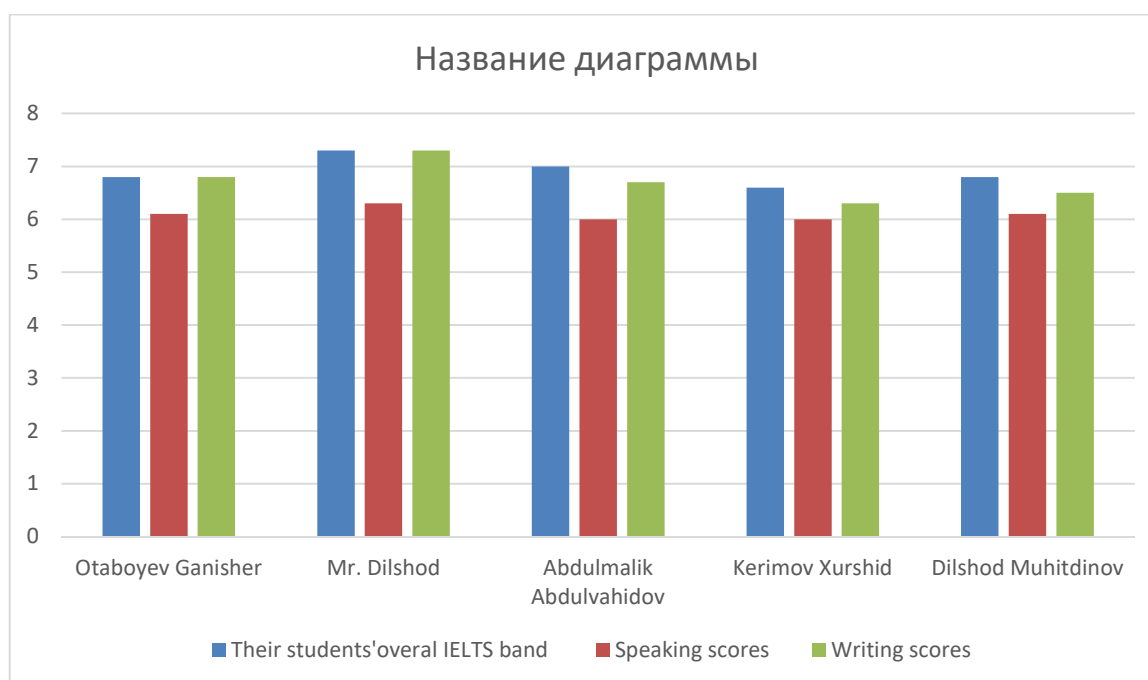
Our last interview was with Dilshod Muhitdinov, a teacher of the Target educational center. He said that he teaches English through a special book prepared by a training center for teaching English. It covers all language skills. All exercises for improving Listening, Speaking, Writing, Reading skills are provided. In addition, I give small discourse texts and they come to class and retell these discourses to each other. This activity helps to improve speaking, reading, listening, and writing skills. Sometimes we sing English songs with the students and it helps to lift their spirits and prevent them from getting bored in class. Sometimes we organize debates among students and I encourage each of them to express their opinion. They laughed that sometimes our debates turn into heated proceedings. He said that after we finish each language level, we will definitely go to some entertainment place and celebrate with a party. They noted that this increases the friendship between the members of the group.

Student's IELTS certificate Table 6

| Students  | Listening | Reading | Writing | Speaking | Overall |
|-----------|-----------|---------|---------|----------|---------|
| A student | 8.0       | 7.5     | 6.5     | 7.0      | 7.5     |
| B student | 7.5       | 6.0     | 6.0     | 6.0      | 6.5     |
| C student | 8.0       | 7.0     | 6.0     | 6.5      | 6.5     |



|         |     |     |     |     |     |
|---------|-----|-----|-----|-----|-----|
| Average | 7.8 | 6.8 | 6.1 | 6.5 | 6.8 |
|---------|-----|-----|-----|-----|-----|



## Results and Discussion

In this chart, the overall result of students' knowledge of the English language is presented. Furthermore, since spoken and written discourse are important in teaching the language through discourse, I also brought out their speaking and writing results separately. The overall result of the students of Otaboyev Ganishernig and was 6.8, writing was 6.1 and speaking was 6.8. The overall result of Mr Dilshod's students was 7.3, writing was 6.3 and speaking was 7.3. The overall result of the students of Abdulmalik Abdulvahidov was 7, writing result was 6 and speaking was 6.7. The result of the students of Kerimov Khurshid was 6.6, writing was 6 and speaking 6.3. The overall result of Dilshod Muhitdinov's students was 6.8, writing was 6.1 and speaking 6.5.

The overall, speaking and writing results of Mr. Dilshod's students were higher than those of all other teachers. In the next place, the overall results of Abdulmalik Abdulvahidov's students were higher. Both Mr. Dilshad and Abdulmalik Abdulvahidov used the spoken discourse method. After that, Otaboyev Ganisher's students scored higher than the other teachers Abdulmalik Abdulvahidov, Kerimov Khurshid and Dilshod Muhitdinov. The students of Otaboyev Ganisher and Dilshod Muhitdinov took the next places in terms of the writing result, and the overall result was the same. The average writing level of students of Abdulmalik Abdulvahidov and Kerimov Khurshid was equal. Otaboyev Ganisher, Dilshod Muhitdinov, Kerimov Khurshid taught using both writing and spoken discourse methods. Mr. Dilshad and Abdulmalik Abdulvahidov taught using the spoken discourse method and their results achieved the highest result. The teaching period of all teachers is different.

Kerimov Khurshid taught his students for 9 months, Otaboyev Ganisher for about a year, Abdulmalik Abdulvahidov for 4 months, Dilshod Muhitdinov for 9 months, and Mr. Dilshod, the highest scorer, for 3 months.

My recommendation is teaching a language using both written and spoken discourse is much more effective than teaching only spoken discourse. Learning a language by writing and speaking helps to retain information well in the memory, if the information is forgotten, it is reminded, and by writing, the information remains in the memory for a long time.

### **Conclusion**

Teaching language through discourse helps students critically evaluate their learning, strengthens social interactions, and builds self-confidence. In addition, it reduces the dominant role of the teacher in the classroom and allows students to participate more actively.

Discourse refers to spoken or written communication between people. In education, discourse allows people to express ideas and thoughts and solve complex problems. There is no such thing as learning without speech, because learning needs to be shared and learned in order for learning to take place. One of the functions of discourse in education is to enable teachers and professors to convey academic material to students. Teachers need to explain and discuss the ideas and concepts they need to convey to students, whether those concepts involve elementary school reading skills or university-level astronomy. They should be able to talk to students, listen to them and answer their questions. This can be verbal or written.

Discourse in the educational system allows people to express each other's ideas and thoughts. Education without speech is unthinkable. For information exchange and learning to take place, ideas must be exchanged and learned between people. One of the tasks of speech in education is to enable teachers to convey their knowledge and ideas to students. For this, teachers must be able to talk with students, listen to them, and teachers must be able to answer students' questions. Of course, this process is carried out through oral or written speech.

As a result of our research, Interviewed IELTS teachers teach their students Listening, Reading, Writing, Speaking, which is the ability to know the language through discourse texts to get the IELTS certificate. Only two of them teach English more through spoken discourse. They are Mr. Dilshod, a teacher at the Thompson educational center, and Abdulmalik Abdulvahabov, a teacher at the Result educational center. The other three participants teach English through both written and oral discourse. These are Kerimov Khurshid, teacher of Everest educational center, Otaboyev Ghanisher, teacher of IELTS zone educational center, Dilshod Mukhitdinov, teacher of Target educational center. The study used IELTS certificates of students taught by IELTS teachers. Their overall, speaking, and writing results were calculated and their average level was obtained. Of course, the role of the teacher in teaching English is important. The written discourse method has been used for language teaching in

Uzbekistan for a long time. The method of spoken discourse is not yet widespread. But during my research, the result of the teachers who taught using the spoken discourse method took the highest place. The results of the students of the teachers who taught using both written and spoken discourse methods were much lower than the results of the students of the teachers who taught using the spoken discourse method. Thus, in the conditions of Uzbekistan, it would be much more effective to teach IELTS using the spoken discourse method.

#### References:

1. Bloor, M., & Bloor, T. (2013). *The Practice of Critical Discourse Analysis: An Introduction* (0 ed.). Routledge. <https://doi.org/10.4324/9780203775660>
2. Cornish, F. (2006). Understanding Spoken Discourse. In *Encyclopedia of Language & Linguistics* (pp. 227–230). Elsevier. <https://doi.org/10.1016/B0-08-044854-2/04296-6>
3. Elite Olshtain, Marianne Celce-Murcia. (2000). *Discourse Analysis and Language Teaching—The Handbook of Discourse Analysis—Wiley Online Library*. <https://onlinelibrary.wiley.com/doi/10.1002/9780470753460.ch37>
4. Emanuel A. Schegloff. (1982). *Analyzing discourse: Text and talk*. Georgetown Univ. Pr. <http://press.georgetown.edu/>
5. Foucault, M., & Foucault, M. (1972). *The archaeology of knowledge* (1st American ed.). Pantheon Books.
6. Grabe, W. (1984). Written Discourse Analysis. *Annual Review of Applied Linguistics*, 5, 101–123. <https://doi.org/10.1017/S0267190500001835>
7. Halliday, M. A. K., & Hasan, R. (2014). *Cohesion in English* (0 ed.). Routledge. <https://doi.org/10.4324/9781315836010>
8. Henry, F., & Tator, C. (2002). *Discourses of Domination: Racial Bias in the Canadian English-Language Press*. University of Toronto Press. <https://doi.org/10.3138/9781442673946>
9. Ogden, J. (2002). *Health and the construction of the individual*. Routledge ; Taylor & Francis. <https://catalogue.nla.gov.au>
10. Walton, M. (1983). Explorations in Applied Linguistics, H.G. Widdowson Oxford: Oxford University Press, 1979. Pp. 273. *Studies in Second Language Acquisition*, 5(2), 264–265. <https://doi.org/10.1017/S0272263100004940>
11. Wilkins, D. A. (1976). *Notional syllabuses: A taxonomy and its relevance to foreign language curriculum development*. Oxford University Press.