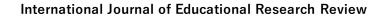TITLE: Pre-service Teachers' Perspectives on Discourse Analysis and Its Implications for English

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Pre-service Teachers' Perspectives on Discourse Analysis and Its Implications for English Language Teaching

Sinem DOĞRUER [1]

This study aims to investigate the perceptions of pre-service English teachers regarding discourse analysis (DA) and its potential impact on English Language Teaching (ELT). The participants of the study included 198 second-year pre-service teachers (126 females and 72 males) studying at a Turkish state university. The study adopted a qualitative descriptive research design. Data were collected through written reflections, and qualitative content analysis was employed to analyse the data. The results of the study revealed that pre-service English teachers expressed positive perceptions towards DA, recognizing its potential contributions to their professional development and future teaching careers. Participants reported that the course helped them to understand the importance of language use in different contexts and situations and provided them with practical tools for analysing and teaching language. The findings suggest that ELT programs can consider incorporating DA into their curriculum to help pre-service teachers develop a deep understanding of language use and its implications for effective teaching. By doing this, teacher education programs may support the growth of proficient language teachers and ultimately raise the standard of language instruction.

INTRODUCTION

Discourse analysis (hereafter DA) is concerned with the study of language beyond the level of the sentence or individual utterance and focuses on how language is used to create and sustain social structures and power relations. It is therefore a field of study that examines the ways in which language is used in social contexts. The goal of DA is to uncover the underlying meanings and assumptions which are conveyed through language use and examine the ways in which these meanings and assumptions are shaped by broader social, cultural and historical contexts (van Dijk, 2011). Discourse analysts use a range of techniques and tools to analyse language data, including transcribing and coding spoken and written texts, analysing patterns of discourse and examining the use of particular linguistic features such as tense, modality and deixis (Jørgensen & Phillips, 2002; Wodak & Meyer, 2009).

Although DA has its roots in linguistics, it draws on theories and methodologies from a variety of fields, including education, sociology, anthropology, psychology and communication studies (Fairclough, 2015; Jaworski & Coupland, 2006; Schiffrin, Tannen & Hamilton, 2001). In this respect, it has been widely recognized as an essential resource for understanding language use in social contexts, and its application in language teaching has received increasing attention in recent years. Since the main component of DA studies is language in use, it is inevitable that it can be a valuable tool for language teachers in the field of education. McCarthy (2010) stated that DA can help language teachers to better understand how language is used in different contexts, such as in academic, workplace or social settings. As one of the main contributions of DA to language teaching is its emphasis on language use rather than just language form, understanding how language is used in different social contexts is crucial for developing learners' communicative competence (Celce-Murcia & Olshtain, 2000). This involves not only understanding the grammatical structure of language, but also understanding how to use language effectively in different situations. By analysing the language used in different contexts, teachers can develop language-teaching materials which are more relevant and meaningful to learners as they are based on authentic language use rather than just abstract grammatical rules. DA can also contribute to language teaching by encouraging critical thinking. Widdowson (2007) pointed out that DA is important for language teaching because it enables teachers to go beyond surface-level grammatical and lexical analysis and focus on the meaning and function of language in context. Teachers can assist students in the development of critical thinking skills and a greater understanding of the intricate ways in which language is utilized to express meaning by helping them to analyse discourse. Nunan (1993) also highlighted that DA helps learners to develop a more nuanced understanding of language by analysing the social and cultural contexts in which language is used. Learners can develop a deeper understanding of the ways in which language is used to communicate meaning and to construct social relationships by taking into account these contexts. Considering all this, it can be claimed that DA is unique and significant as it focuses on the unity or polarity of the *interaction* between expressions and actors rather than just individual analysis (as may be the case in an interview). It therefore guarantees a student-centered lesson design as opposed to a teacher-centered

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approach, which aligns with the communicative language teaching philosophy, facilitating both student-teacher and peer-to-peer interaction for knowledge transfer.

In Turkey, as part of the current curriculum, which was modified by the Turkish Council of Higher Education (CoHE/YÖK), English Language Teaching (ELT) programs have been providing a Discourse Analysis and Language Teaching Course in faculties of education since 2018. This is an elective course which is designed within the scope of field education and can be taken as a two-hour theoretical course for a semester, starting in the second year of undergraduate education. It is believed that students will be able to learn how to describe and analyse textual and discourse elements as part of the course's primary objective. As suggested by YÖK, pre-service teachers will be able to analyse cohesion and coherence in texts by examining actual language use in different types of discourse and discussing its contribution and its role in language teaching. In addition, they will be able to explain the relationship between DA and language teaching at the end of the course (YÖK, 2018). Moreover, DA is made available to ELT students as one of the course components of the Linguistics 2 Course, which is part of their second-year spring semester. The present curriculum also offers this course as a two-hour theoretical session in which DA is also included as a subject in the course content.

The significance and contribution of DA to language teaching have been the subject of several studies. Fenton-Smith (2013) pointed out that DA can be conceptualized and practised in materials design by utilizing its key features such as context, purpose, staging, lexis, grammar and authenticity in language learning. Rodríguez-Vergara (2018) noted that learning through DA helps learners to comprehend the functional aspect of language as well as the key elements to concentrate on while dealing with spoken or written discourse and particular discourse types. Alsoraihi (2019) examined features of DA and how its application to ELT improves the quality of language teaching and learning. Her findings showed that the significance of providing appropriate circumstances for developing the DA approach in language education in the classroom should be taken into consideration by decision-makers. Additionally, they showed that in order to enhance the processes of language acquisition and development in line with the communicative perspective, it is essential to establish appropriate environments for interaction and give students the opportunity to use language in a range of situations. Zaki (2021) stated that DA reduces the active role of the teacher in language instruction and boosts student involvement in the learning process. By bringing to light linguistic and non-linguistic components, DA has been used to heighten students' interest in the subject and encourage them to analyse texts from many perspectives. Moreover, Huynh (2022) studied the importance of DA in language teaching in English as a Foreign Language (EFL) classes and showed that DA supports language teaching to assist students in properly acquiring knowledge and using the target language accurately and proficiently in both written and spoken contexts.

In the Turkish context, some studies have reported the significance and advantages of utilizing DA in foreign-language education. Erton (2000) stated that the focus of teaching a foreign language is to facilitate communication through a functional syllabus which incorporates all four language skills with the aid of student-centered classes, real-world texts and the use of communicative assessment procedures. So to promote successful and fluent communication, it is important that students learn and understand the discourse functions of the target language. Sert (2010) proposed a conversation analysis integrated ELT education program. As suggested in his model, pre-service teachers can develop the skills necessary to successfully establish and maintain pedagogical focuses and facilitate opportunities for language learning by conducting classroom interaction through conversation analysis in terms of DA studies. Aşık and Cephe (2013) emphasized the significance of teaching non-native English speakers how to use discourse markers in their spoken English to support them in making proper use of the target language in social, cultural and contextual contexts in order to maintain coherence and effectiveness in their discourse and interpersonal interaction. Akay (2018) also pointed out that failure in foreign-language education, especially in speaking classes, is inevitable since it is impossible to create a setting which facilitates good partner cooperation and communication without employing DA. Ünveren-Kapanadze (2018) said that DA creates environments where meaningful and permanent learning can occur and can be transferred to and used in other areas. It also aids students in developing their reading comprehension, textual analysis, language use, critical thinking, evaluative thinking, and analysis and synthesis skills. Furthermore, it has a great impact on students, encourages active involvement in class by making learning more pleasant and promotes students' personal growth by enhancing their social and communication abilities.

The significance of the current study lies in addressing the existing gap in research regarding the perspectives of pre-service teachers on DA and its implications for English language teaching (ELT). Although the importance of DA in foreign-language teaching has been recognized in the literature, limited attention has been given to investigating the significance and contribution of DA to ELT programs specifically from the viewpoints of pre-service teachers. The current study was therefore designed to investigate pre-service teachers' opinions of DA and its effects on their instruction of the English language after they have completed the DA and Language Teaching Course in their fourth semester of undergraduate education. In addition, the study will reflect the perceptions of pre-service English teachers who had learning experiences in both distance and face-to-face education processes. By contrasting their opinions of DA in these two different learning contexts, the study is designed to demonstrate how pre-service teachers' views might be employed to enhance students' language-learning outcomes in ELT. It is therefore anticipated that the study will provide informative insights into potential knowledge gaps and areas for improvement in teacher education programs by examining pre-service teachers' understanding and perceptions of DA in various learning situations. Based on this purpose, the following research questions are specifically addressed:

RQ1) What additional topics should be incorporated into the content of the DA and Language Teaching Course from the perspectives of pre-service English teachers?

RQ2) How do pre-service English teachers perceive the potential benefits of using DA in their language classrooms?

METHOD

Research Design

A qualitative descriptive research design was adopted for this study. The goal of a qualitative descriptive research design is to use a range of data gathering techniques, such as observation, interviews, reflections and documents, to characterize a specific phenomenon or set of people's characteristics in depth and comprehensively (Sandelowski, 2000). For this reason, the opinions of the participants were gathered through the written reflections of the pre-service teachers. Written forms can be used in qualitative research and give participants more time to reflect on their responses, leading to more detailed and thoughtful answers (Rubin & Rubin, 2012).

Participants

The participants were 198 second-year, pre-service teachers (126 females and 72 males) out of the 208 pre-service teachers who had taken the DA and Language Teaching Course. Convenience sampling was employed to select the participants for the study. Convenience sampling is considered the most typical type of qualitative sampling in which the researcher selects the sample based on proximity to the study location, availability at a specific time, ease of accessibility or willingness to volunteer (Dörnyei, 2007; Ritchie, Lewis & Elam, 2003). The participants were ELT learners studying at Trakya University in Turkey. Table 1 shows the numbers of the participants according to gender, manner of instruction and academic year.

Table 1. Distribution of Participants According to Gender, Manner of Instruction and Academic Year

Participants							
Manner of Instruction	Academic Year	Gender				Total number	
		Female		Male			
		f	%	f	%	f	%
Distance Education	2020-2021	68	62	41	38	109	55
Face-to-Face Education	2021-2022	58	65	31	35	89	45
Total		126	64	72	36	198	100

Of the participants, 109 (55%) took the course by distance education during the Coronavirus pandemic in the 2020-2021 academic year and 89 (45%) attended the course through face-to-face education during the 2021-2022 academic year. The students voluntarily participated in the current study. Apart from the DA and Language Teaching Course, the participants are offered Linguistics 1 and Linguistics 2 courses in their second year of undergraduate education. These two courses are offered in the fall and spring semesters respectively, and are compulsory field education courses in the ELT department. The key topics related to micro- and macro-linguistics are included in the contents of these courses. Learners study DA and Language Teaching along with Linguistics 2 in the spring semester of their education.

As previously stated, with the recently modified undergraduate programs in Turkey, the DA and Language Teaching Course has been incorporated in the ELT curriculum since 2018 (YÖK, 2018). This course can be integrated into the ELT program in any semester from the second to the fourth year since it is a field elective. However, the course is offered at the institution where the current study was conducted during the second year's spring semester.

In accordance with the course content recommendations by YÖK, learners are given the instruction shown in Table 2 throughout the term.

Table 2. Course Content Implementation Procedure

Course Content	
Week	Topics and Activities
1	Giving information about the terminology related to Discourse, Discourse Analysis, Text and Context
2	Giving information about Text Types and Textlinguistics Discussing the relationship between Textlinguistics and DA
3	Giving information about the Seven Standards of Textuality Focusing on Cohesion and Coherence Examining sample spoken and written texts in terms of cohesion and coherence (for example,, a casual conversation between two friends, a paragraph from a diary written by a first-grade student)
4	Focusing on the standards of Intentionality, Acceptability, Informativity, Situationality and Intertextuality Examining sample texts in terms of the Seven Standards of Textuality (such as an informative text on unemployment, or an advertisement for a room for rent
5	Giving information about Spoken Discourse Examining spoken texts such as interviews and telephone conversations Discussing the features of spoken texts and how they can be utilized in language classrooms
6	Giving information about Conversation Analysis Focusing on Turn-taking Examining sample conversations in terms of turn-taking features
7	Discussing Spoken Discourse Analysing sample authentic casual conversations in the scope of spoken discourse
8	Mid-term Exam
9	Giving information about Written Discourse Comparing the features of Spoken and Written Discourse
10	Analysing sample written texts such as e-mails, advertisements and social media posts Discussing the features of written discourse and how they can be utilized in language classrooms
11	Giving information about Classroom Discourse Discussing structural components and types of language use in EFL classroom discourse
12	Analysing sample classroom interactions
13	DA of an authentic text (such as news headlines) Discussing how to use the text in language classrooms
14	DA of an authentic text (for example, a daily horoscope reading) Discussing how to use the text in language classrooms
15	DA of an authentic text (for example, an extract from a comedy video) Discussing how to use the text in language classrooms
16	Final Exam

The course was designed and conducted by the researcher. The spoken and written discourses used in the class were selected based on the students' interests. Also, they were asked to bring actual text samples and engage in peer discussion on how to use them in foreign-language teaching.

Data Collection

The study used written reflections to elicit the participants' views on DA and its implications for ELT. Due to the substantial number of participants (n=198), it is thought that collecting data in written forms would be most time-efficient. Hence, following the completion of the course, the participants submitted written reports which reviewed their perceptions. They were asked to reflect their opinions, specifically on the terminology and topics which they had studied and wished to explore further in the context of DA. Additionally, they were asked to assess the advantages and practicality of incorporating DA into their present ELT curriculum as well as into their prospective language classrooms. As they were regarded as proficient in their L2, the participants expressed their thoughts in English. Data were gathered in two stages; the first phase involved interviewing the students (n=109) who had had to undertake the distance education program because of the pandemic during the 2020-2021 academic year. These students had to take the course online using the Microsoft Teams platform. Their written reflections were therefore collected through e-mails. In the second phase of the study, data were gathered from the participants (n=98) who had attended face-to-face classes at their faculties during the 2021-2022 academic year. They were asked to compile their written reflections and submit them to their instructor at the end of the term. The names of the participants were kept confidential by using code names such as D1, D2, D3 and so on for participants taking the course via distance education and F1, F2, F3 and so on for those attending the course via face-to-face education.

Data Analysis

Qualitative content analysis was employed for the study. Content analysis has been identified as an appropriate method for analysing qualitative data gathered through written reflections (Krippendorff, 2013; Neuendorf, 2016). By systematically analysing textual data, content analysis can help researchers to identify patterns, themes and meanings in written material such as emails, letters, diaries and other forms of text-based data. This method can provide insights into participants' experiences, attitudes and perspectives (Elo & Kyngäs, 2008). The stages for conducting a content analysis are as follows: 1) coding the data, 2) identifying themes, 3) categorizing codes and themes, and 4) identifying and interpreting the findings (White & Marsch, 2006; Yıldırım & Şimşek, 2018). In accordance with these stages, the reflection reports were first uploaded to a computer where the researcher revised them at different times, highlighting the texts' important elements depending on the study's research questions. The similarities and contrasts between the highlighted elements were then compared, transforming the similarities into themes. Related themes were gathered and evaluated in groups to identify whether they accurately signified the participants' reflections. Finally, the codes were created. The themes and codes were also assigned by two raters collaboratively. Inter-coder reliability was calculated after the coding process. Inter-coder reliability is a quantitative indicator of the degree of agreement between different coders on the appropriate coding for the same data (O'Connor & Joffe, 2020). In this study, inter-coder reliability was measured using Cohen's Kappa, as it is the most frequently used value for inter-coder agreement (Holle & Rein, 2013). It was discovered to be .92, indicating nearly perfect agreement (McHugh, 2012). Direct quotations from the participants are provided to demonstrate the applicability of the categories and codes.

FINDINGS

The categories and codes generated using the qualitative data are illustrated in Tables 3 and 4. There is at least one representative direct quotation from each of the online and face-to-face DA and Language Teaching Course participants. The researcher endeavored to identify the most appropriate expressions which accurately depict the coding.

Subjects which the Participants were Interested in Studying within the DA and Language Teaching Course

The first research question explored the additional subjects which the pre-service teachers would like to study beyond the ones covered in the DA and Language Teaching Course. Based on the results of the content analysis, the responses were divided into one category and eight codes (see Table 3).

Table 3. Subjects which the Pre-Service Teachers were Interested in Studying in the DA and Language Teaching Course

CATEGORIES (THEMES)	CODES	Distance Education		Face-to face Education	
		n	%	n	%
	More practice on different discourse types	35	32	39	44
	The covered subjects are sufficient	28	26	6	7
	Spoken discourse analysis	12	11	13	15
Subjects to be studied	Teaching-based practices via DA	12	11	8	9
	Classroom discourse analysis	10	9	6	7
	The history of DA	5	5	4	5
	DA from the psychological perspective	2	2	2	2
	Analysis of non-verbal communication	1	1	4	5

Table 3 shows that 44% (n=39) of the participants who had received face-to-face education expressed their interest in doing more practice on various discourse types within the context of the course, whilst the corresponding figure for those who took the course through distance education was 32% (n=35).
As participant D6 put it,

> … I would like to study 'business discourse' and 'football discourse'. The first one could give me new perspectives about language usage in workplaces and relationships between employees and employers. The second one is about something that I am interested in. As I like to watch and play football, I would like to learn about football discourse as well …

Participant D36 asserted that,

> I would like to learn how to analyse discourse in forensic linguistics. I have seen those kinds of TV shows, and they were interesting. Learning how to analyse the discourse used in crimes and legal proceedings can improve my perspective on guilt and psychology.

Participant F16 said that,

> … I would like to learn specific terms about my interests, such as computer games and music. Also, learning about the different discourses used in rural and urban areas can be interesting.

Similarly, Participant F59 reported that,

> ... Besides all the topics we learned, I think it would be helpful and useful for me to analyse the discourse used in recipes, book reviews and film reviews ... I think every genre has its own features, and as a younger adult learner, such different discourse types would be very helpful to create our cultural background and also give us the chance to follow recent topics in other countries and cultures.

A total of 26% (n=28) of the participants who had received distance education reported that the subjects covered in the course were sufficient. In contrast, this percentage decreased to 7% (n=6) among those who had received face-to-face education.
Participant D48 said that,

> I think everything is enough and on point for this lesson. I don't think anything else is needed. It is just perfect this way.

Likewise, Participant D53 noted that,

> … Despite online education, I think that I have tried to study all the essential parts of this course.

Participant F31 said that,

> I enjoyed and learned so many things in this course. And also, I think this course was very helpful and beneficial in terms of improving myself. I think what we learned will be enough for us.

Participant F63 noted that,

> *In my opinion, this course has taught me pretty much everything. I cannot think of anything else that hasn't been covered about language teaching in this course.*

The findings also showed the participants' interest in analysing more spoken discourse samples, which was mentioned by 11% (n=12) of the pre-service teachers in the distance education group and 15% (n=13) of those in the face-to-face education group.

Participant D1 reported that,

> *… I would like to learn more about spoken discourse analysis. Contents, elements and functions of verbal communication.*

As stated by Participant D9,

> *I believe I already learned so many things in this course, but in my opinion, analysing spoken discourse examples is really fun, so I would like to learn more about spoken discourse.*

Participant F29 said that,

> *… I would like to focus on the spoken discourse part in order to have the ability to speak and teach the target language more accurately and in detail.*

Similarly, Participant F46 stressed that,

> *I would like to analyse more kinds of spoken discourse so as to teach my students a common spoken language that is used everywhere in the world.*

A total of 11% (n=12) of the participants in the distance education group mentioned the need for doing more teaching-based activities via DA. Likewise, 9% (n=8) of the participants who had received face-to-face education agreed with this statement. Participant D21 said,

> *I would like to learn how to incorporate the features of DA into the lesson, how to prepare a lesson due to its features and elements, and how to do lots of exercises in oral and written texts and watch videos about their usage in the lessons.*

Similarly, Participant D38 said,

> *… I would like to practise more with my classmates and teachers using the techniques you mentioned in the lesson, such as role play and information gap activities, etc.*

Participant F30 stated that

> *… In the field of DA, we should learn specific teaching models and approaches that can be used in different discourse contexts.*

As noted by Participant 75,

> *I would like to practise and learn ways of including my students in the teaching process through DA*
> *…*

A total of 9% (n=10) of the pre-service teachers in the distance-education group reported that they would like to study classroom discourse-related subjects within the course. In contrast, 7% (n=6) of the pre-service teachers in the face-to-face group supported this finding.

As put by Participant D70,

> *… Also, as a future English teacher, in terms of classroom discourse, I would like to delve deeper into every analysis in the classroom in order to give a better education. I would like to examine the effects of educational background, family structure and social-cultural factors on the students, as we did in the linguistics course, and see how this reflects in spoken and written language usage in context in classroom settings.*

Also Participant D71 asserted that,

> *… I would like to learn more about classroom discourse. How can I create interaction in the classroom, and how can I use interactive tasks or activities? These two questions are the ones about which I want to learn more.*

Participant F 33 stated that,

> *I would like to learn more about classroom discourse and the students' intended or lexical meaning in the typical words they use in the classroom …*

Participant F43 also indicated that

> *… I think it will be better to get further with analysing discourse beyond the classroom using specific methods.*

According to findings from the participating pre-service teachers who had undergone both distance and face-to-face education processes, a minority of 5% suggested that it would be beneficial to incorporate an in-depth study of the history of DA within the course content.

Participant D73 pointed out that,

> *Just out of curiosity, I wish to learn more about the historical background of discourse analysis. Because when I think about certain subjects, such as classroom discourse, it makes me wonder why and who came up with this idea. When were the first analyses done, etc.? I enjoy discovering other people's points of view, especially when they do something scientific.*

As Participant D12 put it,

> *I'd like to learn why DA occurred and the factors it affected.*

Participant F14 noted that

> *I would like to learn how they discovered DA and its history …*

Likewise, Participant F22 asserted that

> *I really would like to learn more about the history of DA. Why did people need to do such research?*

Two participants (2%) from each group stated that they would like to analyse various discourse types from a psychological dimension.

Participant D27 stated that,

> *I would like to learn how psychology affects discourse. Whenever we talked about DA, I always wonder how our psychology affected the discourse. Being in a good mood or being depressed can make a huge difference in our everyday lives …*

Participant F28 also said,

> *I would like to learn more about the people's psychology when they use language, because it may be interesting to discover their psychological state …*

The findings showed that only a single participant from the distance-education group pointed out that investigating non-verbal communication in various types of discourse would be valuable. In contrast, the number of participants in the face-to-face group who held this viewpoint was four (5%).

Participant D31 said,

> *… I would like to learn the non-verbal analysis of the student discourse considering their age factors and developmental stages.*

In a similar manner, Participant F10 said that,

> *... I also want to learn more about non-verbal communication. For example, in turn-taking, we know that gestures or eye contact are enough for understanding, but learning non-verbal communication would be better for language teaching because it would focus on how contexts should be used to be interesting.*

The Potential Benefits of Using DA in Foreign-Language Classrooms

In response to the second research question, the participants were asked to identify the advantages of employing DA in foreign-language classrooms. As a consequence of the analysis, one category and four codes were created (see Table 4).

Table 4. Perceptions of the Pre-Service English Teachers on the Advantages of Utilizing DA in Language Classrooms

CATEGORIES (THEMES)	CODES	Distance Education		Face-to-Face Education	
		n	%	n	%
Advantages	Raising textual awareness	82	75	67	75
	Implementing authentic language in real contexts	75	69	61	69
	Useful for teaching language skills	64	59	72	81
	Improving communicative competence	29	27	32	36

As Table 4 shows, the findings indicate that 75% of participants in both groups reported that DA offered opportunities to enhance their textual awareness. These findings imply that the use of DA in language education might give learners the chance to develop a deeper understanding of the textual features and conventions.

Participant D5 reported that,

> … I think that taking a DA course will be very useful for me in the future. While we normally consider texts to be reading materials, we have learned that texts can be much more functional thanks to DA. In this way, I will be able to perform many activities in the classroom environment …

As expressed by Participant D72,

> I'm most likely to benefit from DA courses in my future language classes, especially when trying to understand a text. Textual analysis helped me understand the texts better, as most of the time I suffer from a short attention span, often losing track and not understanding the subject …

Participant F13 stated that,

> … DA is essential because an ELT teacher must use different types of texts on different topics. The teacher must know whether texts are appropriate for learners …

Likewise, Participant F22 said that

> I strongly think that I will benefit from this course in my future language classrooms. I have learned how to identify and analyse a text thanks to DA. Now, I can choose better materials for my classes …

The findings showed that the use of DA enhances the use of authentic language in real contexts, with an equal percentage of 69% of participants from both groups.

Participant D15 asserted that,

> We will benefit from DA in our future language classrooms in terms of using authentic resources and teaching authentic language. The students will be able to use what they have learned in real-life situations. When students see that they can use their knowledge and actually communicate with people, it will increase their motivation ...

Participant D81 stated that,

> … DA deals with real situations and contexts. So daily life issues or real-life contexts are the original form of the language. If I bring to the classroom such authentic materials, the learning process will gain momentum. Students will be exposed to real language in real contexts. Thus, it will be quite easy for them to use language outside the classroom. Things that are learned will not stay just in the classroom …

Participant F49 highlighted that,

> As I don't want to be a traditional teacher, I will benefit from DA. I want to engage, especially with real language, which includes everyday usages. This is important in terms of exposing students to real language in real contexts. While selecting classroom materials, I will bring 'authentic texts' that are used in everyday life …

Participant F79 said that,

> … Thanks to DA, I'm planning to use real-life materials in my classrooms so as to provide my students with enthusiastic contexts during language teaching …

Over half of the participants (59%) in the distance education group held the belief that the use of DA enhanced the effectiveness of language teaching. Conversely, the majority of the participants (81%) in the face-to-face education group shared this viewpoint.

Participant D6 pointed out that,

> … I think what I learned is quite essential for my future professional life. In this way, I will create a pleasant learning environment for my students by choosing texts on topics that are appropriate for their level and that interest them. My students will not only derive a grammar rule from the text they read because I will be able to perform many activities through text. In this way, I will enable them to develop not only reading and grammar but also other skills such as listening, speaking and writing.

As noted by Participant D8,

I think DA will help me be a good teacher because I will not only teach grammatical rules but also create a real atmosphere to encourage my students through their second-language journey. Language does not just consist of grammar; it is also important to improve speaking skills, which are vital for communication …

Participant F22 pointed out that,

… To teach the target language effectively and accurately, I should be able to do an analysis of the language in use.

Participant F70 stated that

… Knowing the authentic language used outside and implementing it in the classroom is important for the students. For example, teaching spoken and written discourse would be beneficial for improving students' grammar, speaking, writing, listening and reading skills …

According to the findings, 27% (n=29) of the participants in the distance education group reported that the use of DA had a positive impact on communicative competence. In comparison, 36% (n=32) of participants in the other group similarly affirmed this perception.

Participant D21 said that,

… I can use DA not only as a method for investigating their own teaching practices but also as a tool for studying interactions among language learners. Learners can benefit from using DA to explore what language is and how it is used to achieve communicative goals in different contexts …

As put by Participant D75,

DA subjects are very essential since they are about a language in all its aspects. I will use this in my future teaching process to improve communication both among students and between students and me as a teacher.

Participant F58 asserted that,

… Using the methods within DA made me realize more about how I communicate and how I could change the way I communicate to be more comprehensible. I think DA is essential for forming the basis for communicating with students.

Likewise, Participant F80 reported that,

… It is critical for learners to see how real people use real language in the real world. It is a way of real communication, and thanks to DA, the learning process becomes more communicative.

Discussion and Conclusion

The present study explored the perceptions of pre-service English teachers about DA and its impacts on ELT. The reported reflections of participants who had taken the DA and Language Teaching Course in both distance and face-to-face education processes during their fourth semester of undergraduate education were analysed and the effectiveness and contribution of the course to their professional development were determined.

Regarding the first research question, the participants showed a high level of interest in subjects related to DA in language teaching. However, they proposed that conducting more practice on various discourse types in different contexts would be more beneficial and enjoyable for improving their language skills. Based on their statements, it would be efficient to study different spoken and written text types according to their interests in the fields of business, sports, literature, media, economy and science. It is widely accepted that the use of different text types in L2 education can have numerous benefits for learners, including the development of language proficiency, increased engagement and motivation, and the development of critical thinking and analytical skills (Dörnyei, 2003; Flowerdew & Peacock, 2001; Hyland, 2004; Swain & Lapkin, 2000). By incorporating different text types which align with learners' interests, language teachers can create a more dynamic and engaging learning environment that can foster more effective language learning. In addition, it is apparent that the pre-service teachers were satisfied with the course content as they expressed that the subjects which they had studied on the course were fulfilled. Even so, it was observed that this rate was higher for those participants who took the course through distance education than those who received face-to-face education. This situation could be explained by the fact that the online learners were more self-directed and autonomous in learning the subjects on their own with less interaction and assistance from their classmates or the instructor (Anderson, 2003; Garrison & Kanuka, 2004). Tuğlu (2021) also pointed out that the learner can be considered the centerpiece of the autonomous learning process, taking responsibility and effectively

managing the situations during this period. In this sense, it could be the result of those pre-service teachers perceiving the topics as adequate due to the high level of responsibility which they took on themselves.

Another remarkable finding of the study was the need for more practice in particularly spoken discourse analysis. It is well-accepted that spoken discourse analysis focuses on the study of language in context, with an emphasis on the interactive and communicative aspects of spoken language. For this reason, studying spoken discourse can help language learners to develop more authentic language skills. By examining real-life conversations and interactions, learners can develop a better understanding of the conventions and norms of spoken language use. This finding is consistent with those of Sert (2010), who recommended an ELT teaching curriculum which incorporates conversation analysis. Likewise, Güngör (2022) found that a lack of opportunities for practice in language education posed a significant barrier for language learners. Moreover, DA as a teaching method can assist language learners in choosing appropriate words and speaking in accordance with the natural flow of the target language when communicating in a foreign language. Thus, this finding suggests that DA can serve as a valuable tool for addressing one of the significant challenges in foreign-language education, which is the development of active speaking skills when incorporated into classroom instruction.

The findings also highlighted the need to support pre-service teachers with practices which encourage the use of DA, particularly in contexts where they teach a foreign language. They also supported this issue by expressing their willingness to conduct classroom DA studies. This result is consistent with the findings of various studies which highlighted the importance of bridging the gap between theory and practice in teacher education (for example, Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2006; Grossman et al., 2009). Moreover, ELT programs have primary objectives which involve classroom management, including the management of student behavior, communication and interaction processes, and the development of the teacher as a leader in the classroom (YÖK, 2018). It is therefore vital to provide pre-service teachers with a comprehensive understanding of the stages of classroom discourse. Consequently, providing opportunities for pre-service teachers to engage in classroom discourse and other practices of DA could help them to improve the skills and knowledge necessary for effective language teaching.

The results also showed that the participants were interested in having a more detailed and in-depth knowledge about the origins, history and development of DA within the course content. This finding implies that although the participants might have a strong need for practical experience, there is also a need to deepen their understanding of the theoretical foundations of the course. As noted by Bobrakov (2014), the aim of teacher education programs is to provide pre-service teachers with the essential knowledge of teaching theories, enabling them to observe and analyse practice in a manner that can enhance their teaching performance. It can therefore be concluded that a balance between practical experience and a deep understanding of theoretical foundations is crucial in teacher education programs.

Furthermore, within the context of this course, the pre-service teachers expressed their interest in scrutinizing DA from a psychological perspective and delving into the non-verbal communication dimension. This result suggests that pre-service teachers might get a deeper grasp of how psychology and related non-verbal cues can affect the meaning and perception of verbal communication by exploring the psychological and non-verbal elements of DA. On the other hand, it can be observed that the need to include DA studies on non-verbal communication in the course content was lower in distance education compared with face-to-face education. This could be due to the inherent nature of distance education, which typically requires less non-verbal communication and hence lowers participants' expectations.

With regard to the second research question, the findings showed that the participants recognized the potential advantages of incorporating DA into their language classrooms. These benefits included enhancing text awareness, utilizing authentic language in real contexts, improving their language teaching skills and promoting communicative competence. The perceptions of the participants also coincided with the results of some previous studies (Akay, 2018; Alsoraihi, 2019; Ünveren-Kapanadze, 2018; Zaki, 2021). Some studies have also highlighted the positive impact of using DA in language teacher education in line with the advantages reported by the participants. For instance, Ivanov (2009) emphasized that DA helps language teachers and material designers to identify different text types which are crucial and pertinent to language learners' needs and to integrate them in course content and materials. Accordingly, it is obvious that by analysing the discourse used in different text types and contexts, language teachers can better understand their students' needs and design more effective teaching materials which promote communicative competence and

intercultural understanding. Similarly, Swain and Lapkin (2000) recommended that teacher education programs should provide opportunities for pre-service teachers to engage in authentic communication tasks and analyse discourse in real-world contexts. This can help them to develop communicative competence and gain insights into the linguistic and cultural dimensions of foreign-language teaching. Through the application of DA, which involves the systematic examination of language use in context, language learners can develop a deeper understanding of how language functions in different communicative situations. This understanding enables them to more effectively comprehend and produce language in authentic, real-world settings. Furthermore, given that not all pre-service teachers have the opportunity to be immersed in real language use through international travel or study abroad, the curriculum materials which cover the DA and Language Teaching Course could serve as a means of addressing this pedagogical gap. In this respect, language teachers and learners can be supported to develop intercultural communicative competence by highlighting the ways in which language use is shaped by cultural and social factors through DA. Hence, as suggested by Tuğlu and Göker (2021), aligning field education courses, particularly with in-field elective courses, is directly related to and beneficial for current education policies as it assists in determining the course contents that are crucial for the teaching profession according to student needs.

The results also showed that DA helps to create a dynamic and meaningful learning environment for teaching language skills. It can be suggested that one of the key contributions of DA to language skill development is its focus on the interactive and communicative aspects of language use. Unlike traditional language-teaching materials, which often present language in isolated or decontextualized forms, DA emphasizes the importance of studying language in use, with an emphasis on the pragmatic and socio-linguistic aspects of communication (McCarthy & Carter, 1994). As suggested by Hyland (2004), DA can help pre-service teachers to develop a critical awareness of language and its uses in different contexts, which can in turn enhance their teaching skills. Hence, the focus of DA on the interactive and communicative aspects of language use can provide language teachers with a more effective and authentic approach to language education and skill development. In parallel with all these arguments, the overall results of the current study have shown that the pre-service English teachers expressed positive perceptions towards DA and its contribution to their professional development. They acknowledged the relevance of the course topics in the context of their future teaching careers and the potential benefits of using DA in the language classroom. Moreover, the results showed that the mode of educational delivery, whether distance or face-to-face, did not have a significant impact on the participants' perceptions concerning the course content and its relevance to their future profession.

Implications

According to the results of the study, the following recommendations for curriculum designers and teacher educators for ELT programs can be put forward:

- The results showed that pre-service teachers have a need for more practice of DA. In this context, the class hours of the DA and Language Teaching Course included in ELT programs should be increased.
- The findings also highlighted a practical need for additional application within the course. It is therefore recommended that practice class hours be added to this theoretical course to provide pre-service teachers with opportunities to practise and develop their skills in DA.
- This course should be offered to pre-service teachers after they have completed two semesters of linguistics courses, specifically in the fourth semester, in order to ensure the meaningfulness and effectiveness of the course content.
- It would be beneficial for pre-service teachers to take the course after they have acquired the necessary theoretical background in linguistics in order to internalize the subject matter of DA. It has been observed that the same course has been offered at different universities during different semesters. Therefore, the elective pool recommended by the YÖK could be restricted to particular semesters in ELT programs.
- As DA has been shown to enhance the communicative competence of learners, it is recommended that the course content should include a greater emphasis on interactive group work. By incorporating group work into the curriculum, pre-service teachers will have the opportunity to engage in collaborative learning and develop their communication skills in a supportive environment.

- There is a need for further utilization of DA as a teaching approach in terms of both method and content in foreign-language education. It is therefore necessary to design the contents of field education courses such as Linguistics, DA and Language Teaching, and Teaching English Language Skills in a way that they complement each other in ELT programs.
- Since the practical use of DA in the field involves analysing communicative texts, it could be integrated into the content of the Developing Course Content in ELT Course, which is offered in the seventh semester of ELT programs. This would allow for a more comprehensive approach to understanding the practical applications of DA and enable pre-service teachers to develop the skills necessary for preparing and selecting effective course materials in real-world settings.

Limitations

The present study has some limitations that need to be acknowledged. First, the study focused on a small group of pre-service teachers who were enrolled in a language-teacher education program at a specific Turkish university. Consequently, the findings may not be generalizable to a larger population of pre-service English teachers or to other educational contexts. To overcome this limitation, future research should include a more diverse and representative sample of participants from different institutions. It would be beneficial for future research to employ a variety of data collection methods, such as classroom observations or focus group discussions, in order to obtain a more comprehensive understanding of the benefits and challenges associated with incorporating DA into language classrooms.

Declarations

Conflict of Interest

No potential conflicts of interest were disclosed by the author(s) with respect to the research, authorship, or publication of this article.

Ethics Approval

The formal ethics approval was granted by the Social and Human Sciences Research and Publication Ethics Committee of Trakya University.

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the Trakya University (Approval Number/ID: 2023/04-18. Hereby, I as the author consciously assure that for the manuscript is fulfilled:

- This material is the author's own original work, which has not been previously published elsewhere.
- The paper reflects the author's own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

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