

**DISCOURSE ON MEDIA:  
Bringing *Hot News* into ELT's Classroom Discussion**

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**Abstract**

This paper presents a perspective in managing English language teaching (ELT) situation into more interesting in Discourse Analysis class. It aims to introduce and give a brief explanation on how to analyze the recent hot news or current issues in the media using DA approach and bringing the students into a deeper Discussion on ELT situation. The idea of analyzing a discourse of hot news and brought into ELT classroom, promising an advantageous and benefits for both students and lectures. For learners, Discourse Analysis uses to show and introduce how to examine news in the media in some levels; text, discursive practice, social practice and various ways of analyzing media depends on what sort of discourse being presented. Whereas for the lecturers, the idea of bringing hot news into ELT classroom, can be used as a strategy to empower the students more active in proposing or counter opinion in a forum of class discussion as well as teaching the class to be more aware and critical regarding to the news posted in the media.

**Key words:** Discourse analysis, Hot News, Media.

**1. Introduction**

Over the last few decades, the humanities and the social sciences witnessed a remarkably synchronous paradigm shift with the birth of several new but mutually related 'inter-disciplines' such as the study of discourse. A mammoth-like number of papers appeared in international journals and monographs showing so many proof of harmonization of discourse study alongside other disciplines such as semiotics, psycholinguistics, sociolinguistics and pragmatics.

A study of discourse since its birth plays a useful role in helping academia to understand the role of many discourse events within the society. Using or analyzing news in discourse becomes one of the most active areas of research in linguistics. Many publications recently have shown a remarkable numbers papers, in the study of discourse analysis (henceforth: DA) written DA particularly in news discourse. These recent studies mention DA can walk as interdisciplinary alongside other approach or methodology to seek the discourse and beyond the discourse. (Fairclough: 2013 ; Richardson: 2006; Allen, Peter: 2012; Wodak and Meyer: 2001)

These prominent scholars, also slightly similar in their conclusions that DA can play a valuable role in helping society to understand underlying meanings in texts, events, genre, or social practices. However, DA should used *vis-avis* with other approaches or combined with the insights of other disciplines, such as semiotics studies, psycholinguistics, sociolinguistics, pragmatics or the new recent trends such as CDA as well as theory of framing in media studies. Therefore, this present study sees DA as a modern discipline in the area of applied linguistics which covers a wide variety of different approach.

The question then arises, "Can we bring this modern discipline into ELT classroom activity to train our EFL students to be more aware and critical to the current issues in the media?". The answers that we are looking for, is presented in this study based on the writer's experiences in on going 5 DA classes in English Department of FKIP, Unilak, Pekanbaru. Responding the question above and to make the topic more comprehensible, this paper start with the explanations on DA as approach especially Written DA (W-DA) and a sub-discipline of DA namely 'Critical Discourse Analysis' (Henceforth: CDA), that used as the second approach that focus on the "awareness" and "critical" inline with DA as the big umbrella in this study.

Since, the idea is try to help the students to seek information in the news and beyond the news and construct their critical and aware sense to the news report, these two approaches were excellent choice to use in this study. Therefore, the explanation and discussion of DA and CDA, based on Norman Fairclough's frameworks as well as the media discourse presented in brief summary in the beginning of this study in order to see the way of this paper seeing the news report in a media. Thus, this paper attempted to use both DA and CDA in helping the students analyzing hot news or current issues in newspaper or in social media from text level into discursive-social practices.

Finally, the discussion in this paper tries to bound this discourse matter into ELT classroom activity by designing 5 different modules of class discussion in order to leads our students to be more aware and critical with the power, ideology of media in control or shape what the society should know or not.

Moreover, the idea of bringing students' analysis on hot news or current issues into ELT classroom discussion, by giving the EFL students chance to present their analysis in a forum of class discussion, lets say, it can be used as a strategy to empower them not only to be active in the classroom forum (i.e. discussion) as they can practicing their ability in proposing or counter opinion in the discussion. However, through the process of learning how to use right methodology such as DA or CDA framework the class are creating new agents with an ability to see news and beyond the news comprehensively.

## 2. Media Discourse

Since this study put news especially the hot one in media as the object to study and designed as a *bridge* connecting between students' activity and media awareness in DA classroom situation. Get familiar with media discourse should also be important to discuss in this event before doing the analysis, so this section presented a summary in small portion of media discourse as introduction in order to see the way of this paper seeing the news in a media.

Media discourse is an interesting perspective to explore, especially when *objectivity* becomes the main topic. "Do media objective in their news report?" The majority of papers both media and discourse studies still asking the same question until now. Since the objectivity of reporting the *reality* in the media were so much influenced by power and ideology of the *elite* or the media itself, the question will always rise. As Fowler (1991) mentions in his study "the world of the press is not the real world, but a world skewed and judged". Similarly, Hodge & Kress (1993) also mentions in their paper "its perception of 'reality' in the form which it regards as most suitable for its readership. Both of these study draw a similar conclusions that different media influence our understanding and knowledge of the world we live in, when they employ a specific language. In effect, the language used is not become authentic anymore since it is determined and administered by dominant world views or ideologies.

The second thing that we should also concern regarding media discourse is *access*. Which particular person or groups in the community have more or less access and opportunity to represent their view in the media will determine what news report produced or re-produced. Moreover, this particular person or groups in the community linked with the power to impose limitations and constraints on access in the media. Van Dijk called these powerful people *elites* as they can influence the structure of language and then society. As Fowler (1991: 23) also reminds us in his article, "newspapers in part adopt this language for their own and, in deploying it, reproduce the attitudes of the powerful".

Media's power, role and influence in shaping and (re)production of media users' attitudes are crucial. Therefore we need to teach our students to be more aware and critical with the way of media shaping the world and control what the society should know or not. Therefore employ DA and CDA as the approaches in training our students as new agents to being aware and critical is the best options to reveal.

### 2.1 Discourse and News.

Nearly everyone knows how to read the news of the day. Most of the social and political knowledge and beliefs about the world derive from the dozens of news reports people read or see every day. News reports, as a feature of popular culture, become intertwined in everyday life, political speeches, and other entertainment forms such as movies.

But using news as a resource for everyday life is different from treating it as a topic to understand how social reality is ordered, maintained, and repaired. On the one hand, news reports as resources serve to set emotional tones for the rhythms of life and reminders of ideals of the order and disorder that threaten peaceful neighborhoods and the cosmologies of *normal order*. On the other hand, news reports as topics provide a window into organizational frameworks of reality maintenance and their relevance for broader societal definitions of situations, courses of action, and assessments of a life world (Altheide: 1999)

Many prominent research with linguistic orientation mentions, the discourse of news report can be seen from two dimensions: the structure of news text and news production. In 1988, Teun van Dijk explain these dimensions in his book *News as Discourse*. The first dimension is the text, as this encodes values and ideologies that impact on and reflect the larger world. Many past studies in this area especially in linguistics orientation consider the news text from the vantage points of discourse structure or linguistic function, or according to its impact as ideology-bearing discourse. The second dimension, news production that of the process including the norms and routines of the community of news practitioners. Therefore, this paper sees these two dimensions as inseparable part in the framework of this paper. It bounds explicitly to the approach design in order to analyze news, primarily as a type of text or discourse.

## 3. Vis-à-vis; Methodology and Framework

The above section explained briefly that Media was very powerful, in shaping the world through the news. Therefore, we need to come out with approach and methodology that can help *twink on the scene* of awareness and critical thinking to the news that society including students might consume everyday.

In the beginning of its creation, DA began as a 'non-critical' discipline aiming to describe and analyze discourse, and develop theories of communication. DA is a unique discipline in Linguistics, many others disciplines in linguistics of course study texts, such as historical linguistics, sociolinguistics, psycholinguistics, etc but not in detail level, systematic and reproducible in the way DA can do.

In applied linguistics DA is not only to be perceived as a *method* or *methodology* but also as theories about text production, and text reception (that is why this paper used it interchangeably). DA is both a theoretical and empirical enterprise. In DA analyses should be transparent so that any reader can trace and understand the detailed in-depth textual analysis similarly to what CDA applies to social science research as well. (Wodak: 2001)

This study proposed DA, more specifically written DA since we are dealing with newspaper, to work in line with CDA, to form a suitable methodology and framework that can help analyze the news from the critical point of view. The idea of forming DA and CDA in analyzing news among others discipline. Borrowing terminology from Wodak (Kendall: 2007) this paper might call as "integrated interdisciplinarity": integrating approaches for an object under investigation in innovative ways. We may find a more or less critical perspective in such diverse areas as pragmatics, conversation analysis, narrative analysis, rhetoric, stylistics, sociolinguistics, ethnography, or media analysis however using CDA framework shall be the right choice to works under written DA methodology.

Thus, this section will start by explaining the term of Discourse, Discourse Analysis then moving to Written-DA and finally CDA which employ an established CDA's framework in discourse study, particularly here the three dimensions framework developed by Norman Fairclough in order to make news analysis more systematically as well as to enrich the students' knowledge with discourse matter.

The term "discourse" is a complex and mammoth-like interpretation. Many previous studies mention the term discourse in various broad interpretations since its introduction to modern science. Hence, this present study only sees and refers discourse to the linguistics of language use as a way of understanding interactions in a social context, specifically the analysis of occurring connected speech or written discourse, as well as discourse as a subject of study in the academic community.

In language studies, the term discourse is defined in a number of different ways. Therefore, the definition of discourse reflected here will focus on the applied linguistics point of view in which discourse is *language in use*. While, *the analysis* of language in use we might call discourse analysis (DA). It tries to recognize and identify linguistic patterns of various genres as well as the interrelationships among social relations, social identities and contexts of specific language use.

Moreover, many past studies in discourse analysis had quite similar with the definitions above such as; Carter (1993), who defines DA as a way of examining the use of language functions in different speech communities and to discover patterns either in spoken or written forms as well as their correlation with the societies. This is in line with Cook's (1994) view who mentions that DA involves the analysis to recognize and identify linguistic patterns of various genres as well as the interrelationships among social relations, social identities and contexts of specific language use.

Many prominent scholars in the past proposed their make use of the theories from Michel Foucault, Jacques Derrida, Julia Kristeva, or Fredric Jameson as well as of other critical and post-modern thinkers and all these scholars, somehow sees similarities that DA can be applied to any text, problem or situation as Frohmann (1994) mentions in his articles that:

*"Discourse analysis is a way of approaching and thinking about a problem. Although, discourse analysis does not provide a tangible answer to problems based on scientific research, but it enables us to understand the conditions behind a specific problem and make us realize that the essence of that problem, and its resolution".*

Frohmann in Hamuddin (2012: 9)

Moreover, DA provides a basic methodology to describes and analyze how the structure and content of the text encodes ideas and the relation among the ideas itself that are present in the text, systematically. (Hamuddin: 2012). This methodology draws on work in a variety of disciplines, including text linguistics analysis such as CDA.

As a modern methodology DA provides ways to describe and analyze how the structure and content of the text encodes ideas and the relation among the ideas itself. Therefore in this study proposed DA as the main framework and working as the *big umbrella* to the framework analysis: CDA.

The area in DA basically divided into two types of material of analysis: spoken discourse and written discourse. News report in Newspapers, or social media (e.g: Facebook, twitter) is written material. Therefore, this paper aimed to presented as well a small portion of Written-DA since the focus is analysis of written discourse.

### 3.1 Written discourse

The hot news either printed or online news can be used as a great source of learning analyzing language in use and it also provides interesting material to observe. For variety of people especially linguists seeing DA as major discipline in linguistics that has main concerns in recognizing and identifying linguistic patterns of various genres as well as the interrelationships among social relations, social identities and contexts of specific language use.

Written discourse is a part of DA beside spoken discourse. Written discourse such as text or printed news report in media consists of rich data to analyze such as; word choice, image, color, etc. However, the primary goal analyzing written texts is not merely identify and explain all data in the text. Nevertheless, it describes its *structure* and *content*. Therefore, written discourse can be viewed from various angles in accordance to what the readers focus on using interdisciplinarity perspectives and approaches.

Discourse analysis is basically interpretative and deconstructing reading. To bring hot news and current issues taken from media such as news paper or news in social media need more than just interpretive or grasping specific information through reading, it needs a second approach to support DA methodology. Since we need to bring the students onto more aware and critical to the news posted in the media, therefore we need Critical Discourse Analysis (CDA) framework. Moreover, CDA can help the students in ELT classroom become more advance in seeing the news and beyond the news, thus, analyzing using CDA based on Fairclough's three dimensional frameworks, the students in DA class can learn to see news at least from 3 different level; text, discursive practice and social practice.

### 3.2 CDA and Current issues in Newspaper

Critical discourse analysis (CDA) brings the critical tradition in social analysis into language studies, and contributes to critical social analysis a particular focus on discourse, and on relations between discourse and other social elements such as; power relations, ideologies, institutions, social identities, and so forth. Critical theories, likewise CDA, want to produce and convey critical knowledge that enables human beings to emancipate themselves from forms of domination through self-reflection, CDA aimed at producing 'enlightenment and emancipation'. CDA seek not only to describe and explain, but also to root out a particular kind of delusion. Even with differing concepts of ideology, Critical Theory seeks to create awareness in agents of their own needs and interests. (Fairclough and Wodak: 2008)

Further, CDA is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context. It has a concern with representations of societal issues, hidden agendas, texts that impact on people's lives it claims therefore to take an ethical stance in addressing power imbalances, inequities, social justice agenda to spur readers into resistant and *corrective* social action.

Furthermore, Many experts in CDA such as Fairclough; Wodak, van Dijk mentions some of the CDA uniqueness as a social research approach. Extracted from their studies this paper presented some of the CDA's Uniqueness;

- It focuses on typical social problems and political issues (i.e. power, dominance, hegemony, ideology, class, gender, race, discrimination, interests, reproduction, institutions, social structure, and social order) More specifically, CDA focuses on the ways discourse structures enact, confirm, legitimate, reproduce, or challenge relations of power and dominance in society.
- Multidisciplinary in analyzing the social problems and come out with "better" critical analysis than other analysis.
- It tries to explain the society in terms of properties of social interaction and especially social structure. Rather than merely describe discourse structures.
- It criticizes existing reality on normative grounds, which contributes to the latter a focus on critical on social elements

The question of 'can we bring the uniqueness of CDA into ELT classroom in order to teach our students become agents in socio-humanity research?' should be exposed again to remind about the interdisciplinarity concept of CDA. Since CDA is not a specific direction of research, and there is no *grand theory* in CDA or unitary theoretical framework. Within the aims mentioned above would be lovely stand to say that this is an "innovative ways", integrating approaches for an object under investigation using "integrated interdisciplinarity", (Ruth Wodak explanation in the interview with Kendal). Interdisciplinarity of CDA with others approaches such as DA methodology is the right track to see the answer. However, Wodak also adding some notes to avoid less-productive result in interdisciplinarity;

*"if various disciplinary perspectives are not discussed, and their epistemological framework not reflected before they are used or integrated, and then interdisciplinary does not make much sense.*

(Wodak : 2003).

However, she proposed precise criteria for an interdisciplinary methodology in a concept of mutual understanding, conceptual tools and analytical concepts. (Wodak : 2003). By employ these three concepts of interdisciplinarity in a social critical study such as CDA will steer clear of superficial or ad hoc and can be run on the right track.

Regarding to many explanations above this paper would like to review and bring about a claim that CDA has never been and has never attempted to be or to provide one grand theory, and protagonist methodology because this is not characteristic of research in CDA. On the contrary, researches in CDA are multifarious, derived from quite different theoretical backgrounds and oriented towards very different data and methodologies. So the answer of the question above is *yes we can* bring CDA into multifarious and different methodologies such ELT classroom activity to analyze language in use from many news or current issues in printed material with aims to create new agents with an ability to aware and think critical to the societal issue in DA class. Similarly, Weingart (2000:30), states that interdisciplinarity can be seen as the result of opportunism in the production of knowledge: researchers seize interdisciplinary opportunities to produce new knowledge; practitioners grab these opportunities as well and provide the necessary resources.

Therefore, this paper grabs this opportunity to bring the uniqueness of CDA framework combine with DA methodology and brought it into ELT classroom activities (i.e. analyze and discussion) to train EFL students in DA class to be better agents of socio-humanity analysts. The agents that has an ability to analyze and explain discourse structure, social interaction and especially social structure.

Moreover, the triangulatory approach proposed in this paper is based on the concept of 'context' of training DA students to be a critical discourse analyst using combinations of CDA in written discourse analysis. The approach will be following the three dimensional framework developed by Norman Fairclough, which takes into account three focal points analysis:

- The linguistic features of the text
- Discursive practice: processes relating to the production and consumption of the text
- Social practice; the wider social practice to which the communicative event belongs

This study employs the framework since it enables to go beyond text and to understand how and why media texts are constructed, and what messages they encode and decoded or inferred by the audience. Therefore, it enables the students to see the news and beyond the news in their analysis. The explanation of Fairclough's three dimensional frameworks will be presented briefly in the following next sub-section.

### 3.3 (Hot) News report in ELT's Discussion Forum

A number of social theorists and linguists work in the field of DA as well as CDA open chances for ELT practitioner such as lecturer and English practitioner in university level to bridging between English language teaching and social-events analysis in a dynamic interdisciplinarity approach.

Most of the pervious studies in ELT for EFL students focus on the strategies or authentic material as a teaching aids (i.e how to be news anchor, journalist in news paper or using English printed material; newspaper, magazine, etc). Whereas, this paper proposing something different on the use of news report in ELT. If other strategies focusing on "how to improve [...]" especially the language skills such as reading, writing or other English skills "through or use [...]" (i.e. specific strategy)". This paper proposed not only make the students active in reading but also make a notes (i.e analysis, comments) and then they should ready to present their analysis in forum of class discussion. Analyzing news report in DA class as part of ELT process; promising many positive things however it needs a comprehensive and suitable approach and methodology in order to reach the goals of learning process. Therefore this paper proposed Critical Discourse Analysis (CDA) framework used in DA methodology.

*Critical* as mentioned in the framework is not to be understood in the common sense of the word, i.e. criticizing, or being negative. Thus, "positive" it can be means: not taking anything for granted; opening up alternative perspectives; self-reflection of the research process; making ideological positions manifested in the respective text transparent (Wodak: 2003). As this study sees the words of critical in DA, in a terms form of in-depth analysis or see beyond the things. Moreover, to see beyond the things (discourse), it needs a framework that working vis-à-vis with DA. Therefore, this study propose Fairclough's framework used by the students in their analysis and let them learn to see the news and beyond the news through DA class activity. The section below presented brief summary of Fairclough's three dimensional frameworks and the *simple* application of the framework in ELT classroom.

### 3.4 Fairclough's Three-Dimensional Framework

The reason beyond the use of framework developed by Norman Fairclough in DA class in order to help the students learn how to analyze the discourse of the current issues. Fairclough's three dimensional is well known framework both in DA and CDA as the approach that can help

society to produce and convey critical knowledge that enables them at producing enlightenment and emancipation of society member's own needs and interests.

In this section, the basic theory of Fairclough framework explained below and the application especially for DA class also revealed in the last section in every dimension of the framework.



Figure 1.0 Fairclough's three-dimensional model for CDA

Fairclough's three-Dimensional framework was developed to study the interrelationship between discourse and wider social structures. It slightly similar with the social-cognitive model of van Dijk and the discourse-historic model of Wodak. However this framework holds a more social-theoretical view towards doing analysis than the two others.

This framework consisted with analysis from 3 focal points; Text, Discursive practice and Social practice. The brief summary on every level of dimension as well as the application in ELT classroom activities regarding to the analysis of news report in the media will also presented.

The analysis might be not as good as the social researcher in higher level, or it might not to deep in analyzing ideology or power that we usually found in CDA research. Thus, Let's put this as *consideration* or we are being *tolerate* to the new agents that just starting their journey as a social researcher. However, the analysis should employ or seeing the "discourse" in three dimensions; Text, Discursive practice and Social practice.

#### *First level: Text*

The first dimension 'discourse as text' aims to study the textual features of discourses, that is 'how is the text designed, why it is designed in this way, and how else could it have been designed?' (Fairclough 1995, p. 207). In this level, the focus exploration more on the formal features of the text such as vocabulary, grammar, syntax or specific lexis, phrase, sentence, figures, images, chart, color, or a combination all of these (multimedia).

Further, The first major consideration in this analysis is the structures of news discourse. Therefore In class activity; the textual dimension analysis is the level of the students should aware to the linguistics structure and linguistic features from the news. However, the activity also can be designed as a simple task, for example lecturer asks the students to focus either analyzing then discussing the title choice, or analyzing the language structure of the hot news (both will be preferred).

#### *Second Level: Discursive practice*

The second dimension is the discursive practice which involves the production, distribution and consumption of texts. The discursive practice is the process through which writers (or journalists) produce texts, and readers or receivers use and understand them (Richardson 2007). This dimension explains on how the relationship between text and social practice is mediated by discursive practice such as in news report how authors draw on already existing discourses and genres to produce a text as well as on how readers apply available genres and discourses in the consumption and interpretation of the texts.

Further, the analysis in this dimension can be designed in the activity of the students to look into the choice of sentences made by the journalist in their newspaper, and try to explain how these choices influence the readers' interpretation and reproduce the news.

#### *Third Level: language use as social practice*

The last and third dimension of Fairclough's model is discourse as social practice which is embedded and draws on the concepts of ideology, power and hegemony to illustrate the function and consequences of discourse in re-producing or transforming unequal power relations. Therefore, the analysis of this dimension in the newspaper especially, in hot issues discourse requires the analyst to look outside the text and examine the relationship between journalism and the social formation as a whole (Richardson 2007).

Further, the last dimension of Farclough model could be both challenging activity as well as the most interesting analysis in the class. Therefore the class activity can be designed by ask the students try to identify a topic for analysis, and then collect a corpus of texts, then do the analysis how language is used to reproduce ideologies in the text.

#### 4. The Discussion Modules

In DA class, the discussion become the heart of the class activity, The discussion held every week by presenting different group with different topic depending on the hot news in that time or module employ in the class.

In general, the students' analysis should be presented in forum of discussion by every group (consist of 3 or more students) based on the genre or topic they got in the beginning of the class such as politic, economic, culture, education, sports, Etc. The analysis should including combination of DA (methodology) and CDA framework. After the analysis presented, the discussion begins. This is should be the main frame of the discussion. The time in presenting their analysis consists of 10-20 minutes, flexibility depends on how many students as a group member, lets say every students should talk 5 to 7 minutes.

Although the ideal discussion in DA class is suppose to be spontaneous and unpredictable. However, having a planning or design about the most ideals discussion setting to get a proper goal for DA class often put lecturer as the *mastermind*. Therefore this paper designs 5 different modules for the discussion in DA class as presented below:

##### Module 1

Lecturer will provide students with hot topics from the news (mass media or social media) in different genres (e.g. politic, economic, social, culture, etc), focusing on different group with different topics. The students had chance to study and make analysis for a week. Next class the chosen group will bring the result of the analysis on their respective topics (brings along the news) that consists of their critical point of view using one of the framework in CDA approach. The other groups try to seek the weaknesses of the presenters' analysis. The presenter should stand for their analysis and come out with more comprehensive data and references.

Utility: This practice will break ice and students will feel motivated to speak in English, learn how to drawn a arguments from corpus as well as to empower the students more active in proposing or counter opinion in a forum of class discussion.

##### 3.2 Module 2

Practice: Students will choose from a pool of topics (selected by lecturer), the news will be posted in the wall (or spreads the copy to entire groups), every group takes 15 minutes to brainstorm and make brief analysis. Then they will speak extemporany.

Utility: Through this practice, students will learn to speak extemporany. They will also acquire the techniques to brainstorm on a topic which will improve both speaking and writing skills.

##### Module 3

Practice: Lecturer form the students into several groups each consisted with 4-5 (e.i in my class consists of max 25 students, so it will be around 5-6 groups). Lecturer will share single topic taken from current issues or hot news to explore, further, the groups have one week to make an analysis. In the presentation day all the group should have a short presentation (around 7-10 minutes each group) of their analysis. Then after all last groups finished their session discussion begins by each group asking other group in a round-table discussion format. In the end of discussion every group should come out with notes consists of the idea from every group.

Utility: Students will learn to work in a group to research, discuss and build cases together. They will also apprehend how to divide the points among themselves and follow team decisions this models allow the students to learn the skills of English language and the art of interpersonal relationship.

##### Module 4

Practice: Lecturer will allowed the students to chose their own topic from hot news and they have 1 week to analyze with their group member, during the week before the presentation day, a group member should have a meeting and sit together to analyze the news. After a week they should present their case in the class in a forum of discussion. The lecturer become the *whistle blower* while other students become audiences and free to share their ideas, they could be supporting the presenters or against them in other words the discussions will runs interestingly if there is a feedback from the audiences therefore, one of the students will play the role of moderator to control and arrange the traffic as well as to rise audiences attention.

Utility: Through this *feedback* discussion technique helps students learn group roles and processes and raises awareness regarding what comprises a high-quality discussion. In this format the lecturer have a

wonderful opportunity to study the dynamics of their students in group and to see the strengths and weaknesses of their ability to have group discussions.

#### Module 5

Practice: For large number of students (i.e more than 30 students) try to use online forum it will help a lot. The lecture can give a chance for every single students or pair as well as group to come out with their analysis without being shaped by time or other limitation. Online discussion can still run even in the middle of the night or in the early morning.

Lecturer role plays as an observer in the online forum. However, the lecturer still can run class discussion if there is unsettled discussion in online forum or there is tremendous explanation (i.e ideas, opinion, comments, and data) that need to be stressed in the classroom so everyone can get the point.

Utility: This module can give all the students an equal chance to propose ideas or counter ideas in a forum that every student has an equal right. The students' writing skill as well as ability to find a supporting reference or data will be rises through the online discussion forum. Simultaneously, the classroom discussion runs in order to support the online discussion, this classroom discussion also can be used to crediting or advising particular students for their effort in the online forum.

#### 5. Conclusions

The art of teaching requires being clear about our goals and using teaching strategies that are in concert with those goals consistently connecting our means with our ends. The goal is to bring teaching strategies into sync with our teaching objectives for that lesson. Therefore, lecturers can use discourse analysis not only as a discipline or methodology for investigating their own teaching practices but also can be use vis-à-vis with other approach, as a tool for studying interactions, social process, events. Etc

What this paper belief as the goals in teaching DA, is not merely teaching the students more familiar with names of experts or knowing many theories. However, aims to teach the students how to use DA to understand about the discourse of socio-humanity.

Using DA inline with CDA Framework developed by Fairclough, promising more advantageous benefits to explore the *language in use* and how it is used to achieve communicative goals in different contexts, Fairclough's three dimensional is well known framework both in DA and CDA as the approach that can help society to produce and convey critical knowledge that enables them at producing enlightenment and emancipation of society member's own needs and interests.

Furthermore, Using CDA framework can direct our students to be more aware and critical with the control of power, ideology of media. Through the activity of analyzing the result (i.e presenting) in classroom discussion can help to create a learning environment that more accurately reflects how language is used and encourages students toward their goal of proficiency in specific

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