

English News Discourse Analysis teaching for students majoring in Bilingual Broadcasting and Hosting

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ABSTRACT. *Bilingual broadcasting and hosting, as a media discourse mode, is one of the main ways for the expansion of national soft power. To improve the bilingual communication quality of media practitioners is an effective way to improve the international competitiveness of media. This indicates the importance of bilingual broadcasting and hosting, and the public's demand for bilingual broadcasting and hosting talents is constantly increasing. In order to cultivate more professionals with high qualities, high abilities and strong competitiveness, English news teaching mode is particularly important.*

KEYWORDS: *discourse analysis, English news, bilingual broadcasting and hosting*

1. Introduction

Functional linguist Halliday in his book *Cohesion in English* (1976) says discourse is a language unit, a semantic unit [1]. Systemic functional grammar regards discourse as a super sentence and believes that it can be studied as a sentence, and constructs a set of grammar, which breaks the traditional pure grammar and sentence-based research and advocates the combination of grammar research and texts or discourse analysis [2]. Text-centered reading emphasizes student-centered, cultivates and stimulates students' creation. So how do teachers conduct the teaching of news discourse analysis and improve the comprehensive reading ability of students majoring in bilingual broadcasting hosting?

2. The infiltration of news background information

The news is to reflect the recent events in the society; it is closely related to the society, history humanities and so on. Without the necessary background, it is not a complete story. Schema theory holds that when people understand, absorb and input information, they need to connect the information with the known background knowledge. The decoding and encoding of new input all depend on the existing information schema, framework or network in human brain. Input information must be matched with these schematics to complete a series of information processing,

that is, from the reception, decoding and reorganization of information to storage [3]. Therefore, teachers should consider not only students' basic language skills, but also their knowledge structure level, and give them the background they need to understand the news to expose students to the political, diplomatic, military, religious, geographical and cultural knowledge of countries to broaden their horizons, adjust their knowledge structure and expand their knowledge capacity. This can not only fully mobilize students' interest in learning, but also activate the schema they already have, and guide them to accurately understand the news chapters from different perspectives according to the background. The more background knowledge students have, the more likely they are to develop a new schema in their mind.

3. Identifying discourse markers and understand discourse logic

Many cohesive words or phrases representing different discourse relations are used in English texts. The recognition of these discourse marks helps readers clearly understand the context. Some words and phrases represent the time relation of the event, such as first, next, after that, then, at the moment, just now, lastly. Some words and phrases represent summarizing, such as in a word, on the whole, in brief, to sum up, in all. These words and phrases are helpful for students to speculate and associate with the context. If these marks or connections in the text are not obvious, it is necessary for students to correctly understand the text with their cognition.

4. News reading combined with news listening

An important aspect of news text teaching is to enable students to expand their news vocabulary through intensive reading and extensive reading in a large number of news reports. In reading activities, it is necessary to take reading as the first step, follow listening and closely combine reading with listening. Listening is an important way to obtain information and communicate with others, and the acquisition of information is not a simple addition of words in the listening materials, but the mastery of the whole textual meaning. Therefore, the combination of news article reading and listening can not only improve students' reading comprehension of news, but also promote their listening, so as to achieve a virtuous circle of English learning.

5. Balancing language input and output

Input hypothesis and output hypothesis are two important theories in second language acquisition. Comprehensible input alone is not enough to produce foreign language acquisition. Language acquisition can be truly effective only when language input is combined with communication to promote output. Inputting language knowledge and background knowledge by reading exercises and teachers' knowledge cannot achieve the effect of foreign language acquisition. It needs to output, needs students to input information into their own information network.

Output can be diversified. In class, students can do group discussion and news retelling, and they can make news reports, summarize and sort out common vocabulary, background knowledge, main content and hot topics of news, to name a few.

6. Critical reading of English news articles

Nowadays, news comes into our eyes in a variety of ways, affecting our language awareness, value judgment and life attitude. With the rapid development of the Internet, the general public enjoys wider access to information. The interactive process of discourse and ideology is thus accelerated and more complicated. Moreover, it is worth noting that the news nowadays is no longer just a single report of an event, but more comments on the news and descriptions of the social background of the event on the basis of the report. Thus, Critical reading becomes even more important. It is very important to combine critical linguistics with bilingual English news teaching. It can not only improve students' sensitivity to news discourse, cultivate their awareness of critical language, enhance their anti-control awareness, but also better burden the responsibility of guiding public [4]. Therefore, it is necessary for teachers to help students understand the methodology of critical linguistics and improve their awareness of discourse analysis and critical reading ability.

On the basis of discourse analysis, the teaching of English news should start from the actual needs to cultivate students' professional quality and ability required in the field of bilingual broadcasting and hosting through the penetration of background information, the combination of reading and listening, input and output, and the innovation of critical discourse analysis to enhance students' critical appreciation and their awareness of news discourse and can enable students to deeply understand the current situation of China in the international media in the future cross-cultural communication.

Reference

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