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Discursive Practices, Extension Activities and Training of Junior Journalists

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DISCURSIVEPRACTICESEXTENSIONACTIVITIESANDTRAININGOFJUNIORJOURNALISTS

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Discursive Practices, Extension Activities and Training of Junior Journalists

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I. Introduction

The evolution and dissemination of post-structuralist linguistic theories has made many contributions to language teaching at different levels of education. Without relegate the heritage and importance of studies around the structures of the languages with which teachers and students come across, one notices the growing interest in its use in real life situations. However, it is known that all scientific knowledge is constructed through techniques developed by researchers and, therefore, often part of this product of language sciences has a very specific recipient.

Typically, the result of a linguistic search is targeted at linguists of the same specialty. Thus, even scholars of language may come across works that are far from the scope of their most frequent readings. Nevertheless, when faced with the theme of education, many points of this scientific production deserve reflection and applicability with regard to the citizen education of students of the most varied levels of education and institutions, public or private.

Thus, this study aims to demonstrate how concepts and methods of French Discourse Analysis (ADF) can be used to boost the training of junior journalists through mother tongue teaching in high school. This discursive practice will be exemplified through an extension project whose focus was to introduce two high school students and a student of the Bachelor's Degree in Languages in the journalistic field. Through the description of these practices that have transformed students into junior journalists, this study will show as part of the research product of Language Sciences, more specifically within the scope of the ADF, can contribute to educational practices that are increasingly demanding in the context of the language teaching-learning process in this new millennium.

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II. Statement of the Research Problem

Discourse analysts in different countries have conducted research that covered the repertoire of discursive studies. In one way or another, these studies, despite having great theoretical and methodological diversity, have as a common basis the concept of enunciation (Benveniste, 2006, p.82): "this put into operation the language by an individual act of use". Another similar fact, in different discursive approaches, is that this scope has contemplated the most different types of discourse (Maingueneau, 2015): political, religious, literary, pedagogical, pornographic, diplomatic, legal, philosophical, institutional, advertising, messianic, scientific discourse, etc. It would be no different with the media/journalistic discourse.

There are many studies that have turned to problems related to the type of media/journalistic discourse. Some examples are the works of Charaudeau (2015; 2016), Ringoot (2014), Maingueneau (2016) and Emediato (2013). These illustrate well the concern of discourse analysts in presenting and expanding the repertoire of researches that focus on this type of discourse. Nevertheless, there are still some gaps when the theme is the training of teachers and students. That is why this study was necessary.

Based on studies that contemplate the gender and type of discourse (Maingueneau, 2015), and with them dialogue, this work will show how these and other categories associated with ADF can contribute to the training of junior journalists. These evidences will be described through the collometer of several activities developed within the scope of the Comunicong extension project: listening practices, reading and production of texts belonging to genres (discourse) of the journalistic sphere, with emphasis on the last two skills (reading and production of texts).

In summary, we seek to answer the following questions that led this study. How to signify the production of texts of high school students and the Bachelor's degree course in Languages based on discursive approaches? What is the social role that these actors need to assume in involving their

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community in the practice of reading texts belonging to genres of discourse in the journalistic sphere? Why would the extension project be an appropriate methodological option to pursue the objectives of this project?

III. Literature Review

Andrade (2019) showed the importance of working with the training of junior discourse analysts. Through the Research Group on Institutional Discourse in Scientific and Technological Initiation, the author evidenced a method used to expand programs aimed at training young scientists. Part of the results of this research involved the media/journalistic discourse, since it demonstrated the interaction of this type of discourse with the legal discourse in the tweets of the Superior Court of Justice (STJ) in Brazil.

Before describing a methodology similar to this, which served as the basis for the present work, this section exposes the theoretical framework that was taken into account to support the thesis of a development of discursive practices that favor the training of junior journalists. At first, it is necessary to refer to the classical notion of gender of the discourse proposed by Bakhtin (2011). By highlighting that the utterances are results of the use of the language by members of various fields of human activity and that the relatively stable types of these utterances constitute thematic content, style (verbal) and compositional construction, the Russian theoretician influenced several works in the field of Language Sciences. One of them is this, which focuses on the media/journalistic field in the production of texts by high school students and the Bachelor's Degree in Languages.

This postulate of Bakhtin (2011) was exposed to the participants of this project and, through the understanding of this theoretical-analytical principle, these could give meaning to the practice of producing texts carried out in educational institutions. By participating in a project to extend the media/journalistic field, they understood that their roles were not only those of high school students and the Degree in Languages course, but those of junior journalists. Many other domains used under the ADF were employed throughout the ComuniCong project for the same purpose.

Based on the notion of enunciation scene proposed by Maingueneau (2015), a work plan was established for the textual productions of the group, since this theoretical-analytical category evidences the dynamicity of the discourse genres around the unfolding of three interacting scenes: the encompassing scene, the generic scene and the scenography. Thus, at first, the very name of this extension project was highlighted to exemplify what the French theorist calls an encompassing scene.

The neologism ComuniCong was created from the word communication and the name of the Brazilian city where the educational, research and extension institution in which the project was developed is located: Congonhas (Minas Gerais - Brazil). Thus, the cutout of the group's basic social activity, media/journalism, was designed in its own name. With this, when developing logos for the project, its members performed the first activity as junior journalists, because they associated verbal and nonverbal content in order to demonstrate specific properties of participants of the media/journalistic encompassing scene:



Picture 1: Project ComuniCong's logos created by juniors journalists

Also in relation to the encompassing scene, it should be emphasized that the name of the ComuniCong project also served to disseminate it among other members of the institution. A very relevant point, because another professor who proposed an extension work in the area of Nature Sciences, realizing that the project that would culminate in this work was part of the media/journalistic domain, enabled a similarity between The ComuniCong and the news portal HiperTeia. He made available a column for the publications of junior journalists, who worked on this project.

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Picture 2: Section available to ComuniCong in HiperTeia news website.

With regard to the generic scene, Maingueneau (2015) uses this term for the study of the tangible reality that discourse users come up with. It is a rereading of the notion of discourse genre (Bakhtin, 2011) or textual genre (Marcuschi, 2008). During the project, junior journalists understood that part of their role was to elaborate different genres of discourse: polls, news, opinion articles, interviews, reviews and reporting. In subsequent sections, this production will be described in order to illustrate the importance of this notion in the writing process according to specific competencies imposed by the role of junior journalist.

For now, it is interesting to highlight the use of the notion of scenography in the work of the project participants, since it is the last category that composes the enunciation scene (Maingueneau, 2015). According to the author, this concept concerns the construction of a singular enunciation that legitimizes the scenography of each genre of discourse. In it the enunciative framework is justified by the properties of the configuration of the discursive world organized by its announcer. This category greatly influenced the role of junior journalists in a specific type of production: the posts on the Project's Instagram account: @comunicong. In these, not only the organization of enunciators who established themselves as information providers (Charaudeau, 2015) emerged, but as authors-editors-designers-promoters-critics (Ramos; Martins, 2018). All this according to the scenarios characterized by the positions of junior instajournalists.



Picture 3: Insta journalist's posts examples published at project ComuniCong.

Finally, the project participants were presented part of Ringoot's study (2014, p. 97) to reflect on the journalistic identity of the ComuniCong based on the two logics of operation of the discourse genres of the journalistic domain: a) genres produced from observations and conversations; b) genera produced from information. Thus, the productions of junior journalists followed these logics for the choice of certain genres of discourse. To facilitate this selection process, basically two works were used. A dictionary of discourse/textual genres (Costa, 2009) and the study of Dell'Isola (2007) that contains some summarized

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examples of discourse genres in the journalistic domain: reportage, opinion article and news.

IV. Methodology

In Brazil, Law No. 11,892, of December 29, 2008, created the Federal Institutes of Education, Science and Technology with a focus on higher, basic and professional education. For the understanding of this work, three purposes of this institution stand out: a) to provide technical professional education of secondary level, primarily in the form of integrated courses; b) develop extension activities with emphasis on the production, development and dissemination of scientific and technological knowledge; c) to teach, at the level of higher education, undergraduate courses.

It can be seen, therefore, that the origin of this work is related to the founding characteristics of the institution in which it was developed. Its character as an extension project is due to the fact that it favors the interaction between the institution, the social segments and the world of work. Such contact also needs to take into account the production, development and dissemination of scientific and technological knowledge to contribute to local and regional socioeconomic development.

Thus, this work was developed through a methodology that favored the extension project in order to provide the training of junior journalists. Therefore, an association was based on this activity and the teaching activities carried out by the project coordinator. Therefore, it was proposed that one of the scholarship holders be a student of the Degree in Letters course enrolled in the discipline of Discourse Analysis. Thus, the necessary link between teaching, research and extension was guaranteed. This is because an essential contribution of the project was to demonstrate that, in the formation of teachers in the area of Letters, one should privilege not only the study of the genres of discourse, but its production and dissemination to the local community of which the institution is part.

In this sense, Andrade's study (2019), with the proposal of training junior discourse analysts, made important contributions to the methods adopted here. In addition, the project provided the students of the Bachelor's Degree in Languages course with students of technical professional education of high school (integrated courses). Thus, the former was able to follow one of the professional activities of his area. Together, these scholars experienced, throughout the project, the process of assuming the social role of junior journalists to produce various genres of discourse in the journalistic domain.

It is also necessary to highlight the effort of the institution to offer scholarships to the members of this project, because this factor allowed a more real dimension for the performance of this social role, besides contributing to the local and regional socioeconomic development of the city of Congonhas, more specifically, and, in general, of the Alto Paraopeba region. Name attributed to the set of neighboring cities in the state of Minas Gerais which the aforementioned educational, research and extension institution serves.

Once these scholarship holders were selected, the group met weekly for the planning of their work. The first point worked was based on the need to let the éthos (Amossy, 1999; 2010) of the ComuniCong be transceive to the discursive characterization of its editorial identity. Thus, Ringoot's study (2014), once again, made an important contribution to the methodology of this work by showing that part of this identity is associated with the professional ethos of journalists. For this reason, the great two families in which journalistic genres are divided in professional discourse served as the basis for the productions of junior journalists: the genres of information (associated with objectivity) and the genres of commentary (associated with subjectivity).

Finally, the following orientation was established. Certain genres of discourse would be produced collectively because of their degree of complexity, while others would be elaborated by each junior journalist. Thus, the group began to make weekly publications alternating the texts of collective authorship with the texts of individual authorship.

All this was done gradually, because the information and possibilities of publications were evaluated throughout the month. These were divided into posts only on Instagram @ComuniCong and posts on the news portal HiperTeia. The first were, in their almost total, summaries of information published in Brazilian newspapers of national prestige or from international sources. The second were composed of genres of discourse studied and produced, wholly or partially by junior journalists, always with the help of the project coordinator.

V. Data Analysis and Interpretations

Once exposed to the theoretical and methodological framework of this work, the productions of junior journalists are now presented in this section so that these data can be analyzed and interpreted according to the objectives listed at the beginning of this study. Because these productions were made in Portuguese and are more or less long texts, we opted for the following form of presentation. The texts in images have not been translated into English. Only the titles of the texts published on the News Portal HiperTeia were translated in order to exemplify these productions.

It was seen, in the preceding section, that this production occurred collectively and individually. In the case of the former, it should be emphasized that the choice and production of the genres of discourse of the

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journalistic sphere allowed the project members to engage with themes and social actors from different segments. The first of these was the internal community itself, which collaborated promptly with a poll produced by junior journalists.

Because it was a production that was of more interest to the internal community, the publication of this poll occurred only on the Project's Instagram account: @ComuniCong. This in no way diminishes the value of this production of junior journalists. Quite the contrary 76 people participated in the aforementioned survey in which the participants of the group assumed the role of junior journalists both at the time of the production of this type of discourse and at the time of interpretation of the data. This was an opinion poll on whether or not to postpone the ENEM 2020 calendar: an exam, at the national level, whose grade is used for the admission of students who have completed high school in higher education courses of higher education institutions in Brazil.

Based on the Costa dictionary (2009), we studied the constitutive aspects of this genre of discourse. Then, the junior journalists analyzed different examples so that their production followed the discursive rules of this genre. This social role assumed by the project members allowed them to understand how a personal opinion becomes a collective opinion (Charaudeau, 2016, p. 145), with all the contradictions that this discursive act has, since the feeling of the public probed to share a common position or a common opinion also ends up harming the spirit of judgment of these individuals.



Picture 4: Polls produced by juniors instajournalists for project ComunCong.

The second collective production was an interview with a student of IFMG-Congonhas who was attending the third year of the Integrated Technical Course in Buildings. He presented to the public, for the first time, an unpublished poem that he had found in his notebook during the pandemic of the new coronavirus. After the study and understanding of the genre of discourse interview (Costa, 2009; Dell'Isola, 2007), junior journalists received guidance on the use of e-mail for the production of this genre. Soon, the project members received the poem and, based on it, elaborated different questions that were reviewed by the project coordinator to send the email to the student.

It should be emphasized that the relationship between the coordinator and the project participants was also a process of interaction that proves the engagement of students in the role of junior journalists. By requesting the questions, reviewing them and suggesting changes until reaching the final edition of the said genre of discourse, the former assumed the role of editor-in-chief, while the second performed the role of publishers and writers. For this reason, the subcategories of the generic scene (Maingueneau, 2015, p. 120-122) were taken as a basis for the production of this and other genres of discourse, especially the subcategory that refers to "roles for partners".

a) *Interview: Student Presents Poem "Future" and Talks about Reading, Literature, Writing and Anxiety*

The genre of interview discourse proved to be quite productive for the purposes of the project. For this reason, it was produced on two more different occasions. In the first one, an interview was conducted with the mayor of the city of Congonhas. Although junior journalists were already aware of this genre of discourse, the fact of interviewing a public figure as a mayor required improvement in the development of questions. These, after reviewing the project coordinator, were sent to the mayor's office until the moment he could answer them.

As one of the members of the group was a student of the Degree in Letters, one aspect deserves to be highlighted. In this interview, this junior journalist followed more closely the role of editor-in-chief assumed by the project coordinator. Thus, this strategy showed an important contribution to the training of language teachers, because it was perceived that the correction of texts can gain a much broader meaning than just verifying compliance with the norms of traditional

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grammar. Therefore, the participant understood that the production of texts in the journalistic sphere can cause students, in fact, to interact, for example, with the mayor of their cities. In this sense, the teacher in formation understood that the choice of the gender of discourse enables this excellent exercise of citizenship.

But there are other contributions that concern the use of the notion of encompassing scene and scenography (Maingueneau, 2015) to value the training exercise of junior journalists in high school and in the undergraduate courses in Letters. In the case of the first category, the project members perceived how the interaction between two encompassing scenes imposes restrictions on the production of a given genre of discourse. In the first interview, the media/journalistic encompassing scene interacted with the school, but in this second, the interaction occurred with the type of political discourse. Thus, in the set design of this interview, the junior journalists were able to experience the need to position themselves as impartial as possible, mainly because they could not show, in their statements, their political preferences when interviewing a mayor of party X, not Y.

b) "Our intention is to test 15,000 people in Congonhas. We are stricter than Minas Consciente"

In the last interview produced by ComuniCong, the logic of production from observations and conversations (Ringoot, 2014, p.97) was explored through a virtual meeting with the interviewers: a former student and a former student of IFMG-Congonhas who created a blog in order to explore a part of the world of communication. In this way, junior journalists tried the method of producing a written interview based on a virtual meeting by Google Meet. Unlike previous productions from e-mails, this interview required the project participants to demonstrate the use of the Portuguese language according to the requirements of audiovisual mediums (Maingueneau, 2016) and their retextualization process (Marcuschi, 2001) for a journalistic interview (Charaudeau, 2015) in the written modality.

c) Alumni Maintain Affective and Academic Bond in the Blog Faca Amolada

This method of holding a virtual meeting for the production of the genre of discourse interview was also used for the elaboration of a report on the extension project Vivencie. This aims to promote a part of nature sciences in elementary school. In this case, junior journalists understood the need for early study on the themes and procedures that culminate in a report, because what differentiates this genre from the news is that the first is characterized by being a journalistic report based on research (Costa, 2009).

d) Experience Project Continues to Proven Sciences in Elementary School with Greater Reach than in 2019

Another genre of discourse that was the object of study so that junior journalists could understand the importance of its publication was the news. Also in the context of collective productions, this genre of discourse was studied based on the concept of media contract (Charaudeau, 2015, p. 113-114). Thus, it was seen that the work of junior journalists is limited to the process of transforming an event of raw state to a state of the media world. According to the French theorist, this contract determines the conditions for staging information by generating a public space in which public opinion is constructed.

The production of two news reports was privileged. The first around a national event and the second at the international level. In both cases, the project coordinator's performance in the role of editor-in-chief, was the main performance, while junior journalists produced the material for the Instagram account.

e) UFMG will Start Resuming School Activities Gradually

i. *In France, Roda Boa Presents Samba in all its forms this Friday (07)*

Regarding the individual productions, the news with scenography (Maingueneau, 2015) typical for the Instagram account of @ComuniCong. Based on the thesis that empirical reality always goes through the filter from a particular point of view and constitutes a clipping of reality (Charaudeau, 2015), junior journalists produced several news through a singular staging of enunciation (posts for Instagram) with three different clippings.

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Picture 5: Posts about facts and themes related to the city of Congonhas, in the state of Minas Gerais, Brazil.

These first three posts are examples of news prepared by one of the junior journalists of the Integrated Technical Course in Buildings that resides in the said city. It can be seen that these explore facts directly related to the city of Congonhas. In this sense, the project aimed to interact more directly with the local community. One point that demonstrates an activity associated with the social role of a junior journalist is the strategy of selecting the facts (Charaudeau, 2015 p. 133), since the characteristics of ephemerality and a-historicity of the discourse of media information were taken into account.

These characteristics were also used in the following two posts by another junior journalist, also enrolled in the Integrated Technical Course in Buildings. However, the latter resides in the town of Conselheiro Lafaiete. One of the cities that make up the Alto Paraopeba region, served by the aforementioned educational, research and extension institution in which this project was developed. Thus, the facts and themes present in these posts sought a more direct interaction with this part of the local community, since many students of this institution reside in this city.



Picture 6: Posts about facts and themes related to the city of Conselheiro Lafaiete, in the State of Minas Gerais, Brazil.

In the case of the graduate student in Languages, her role as a junior journalist was based on a specific encyclopedic competence (Maingueneau, 2016). The study on the headings as the object of information of the press discourse (Ringoot, 2014, p. 64-65) directed the creation of the heading ComuniCong & Lusofonia in which information about the Lusophone world was regrouped in order to enrich the encyclopedic

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knowledge of the project public. Thus, this junior insta journalist captivated the public with data from countries that have the Portuguese language as the official language.



Picture 7: Posts for the rubric *CominCong & Lusofonia*.

In all three of these cases, the enunciation of junior journalists surpassed the constitution of an image of information providers (Charaudeau, 2015). The scenarios of these posts demonstrate the positions of junior insta journalists, because the characterization of these scenarios comes from the performance of authors-editors-designers-promoters-critics (Ramos; Martins, 2018). This is because it is observed that such scenarios were renewed according to the medium in which they circulate (Maingueneau, 2016).

Until now, the productions of genres of discourse of the information family, associated with objectivity, have been exposed. Now will be presented the genres of commentary, those associated with subjectivity (Ringoot, 2014). The first of these was the opinion piece.

The project coordinator once again assumed the role of editor-in-chief when proposing to write an opinion piece that would serve as the basis for the group's studies. This gesture aimed to show, especially to the group members enrolled in the discipline of Discourse Analysis of the Bachelor's Degree in Languages course that, in teacher education, it is necessary to develop skills not only on the understanding of the discourse genres, but also on the production of these. Thus, the following opinion article was written, based on the most recent scientific publication of the project coordinator (Andrade, 2020), in order to show junior journalists that the production of this type of discourse may be associated with the themes of their interests.

f) The role of science in the formation of public opinion on coronavirus and politics

Based on this production and studies on the genre of discourse opinion article (Antunes, 2010, p. 80-87), the junior journalist of the Bachelor's Degree in Languages produced an opinion article associated with one of her activities: a resenher of the literary Instagram @estantedavick.

g) The scarce reading habit in Brazil

After this publication, an interaction was explored between this junior journalist and the project coordinator in the development of the social role of editor-in-chief. He reworked the group's production schedule and invited her to produce a review for ComuniCong. As the production on Instagram literary @estantedavick followed the rules of an audiovisual review, the characteristics of the review in the written modality were studied (Machado; Lousada; Abreu-Tardelli, 2004) for the publication of this review.

h) Anne with an "E": all life situations can be overcome with love, simplicity and lots of imagination

Regarding the production of one of the junior journalists of the Integrated Technical Course in Buildings, the two opinion articles already produced by other members of the group as a source of study stand out. In any case, the study of this genus was expanded (Dell'Isola, 2007; Costa, 2009) and discussed the thematic clippings possible according to the interest of this group member. Faced with the postponement of classes because of the crisis of the new coronavirus, this junior journalist understood the research work that is required for the elaboration of a plausible thesis to be defended and produced this opinion article whose title already has marks of the argumentative orientation that predominates in her text.

i) Why the school year should be canceled

Finally, the other member of the group also enrolled in the Integrated Technical Course in Buildings produced her opinion article. Her role as a junior journalist emerged in her own thematic choice, as she explored the knowledge of two diseases to express her point of view (Charaudeau, 2015) on this knowledge.

j) Covid-19 and obesity: two pandemias, many concerns

Finally, all these productions show that the discursive activities developed under the ComuniCong

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project explored the social role of junior journalists. These productions testified that this social role was assumed with ownership by the group members and reveal some essential aspects both for citizen education of high school students and for the training of language teachers.

VI. Conclusion

There have been increasing attacks on journalists in different countries of the world, especially by some political actors. The results of this study around the training of three junior journalists value the discursive practices of this important sphere of society in the educational sphere and draw the attention of linguists and language teachers to facts like this. Contrary to this trend of devaluation of this professional, as well as that of any other, regardless of their level of education and social status, this study demonstrated that different categories of French Discourse Analysis can be used to encourage the training of junior journalists in the production of polls, news, opinion articles, interviews, reviews and reporting.

It was seen that the production of such genres of discourse in the journalistic domain can make important contributions to the better management of some theoretical-methodological concepts in the formation of language teachers. It has been demonstrated that this can occur through practices of production of real texts that, in fact, circulate in the community in which students and teachers are inserted.

In the case of the project participants from high school, more specifically the Integrated Technical Course in Buildings, it was contacted that the involvement with the genres of discourse of the journalistic domain expanded the range of citizen activity of them in their local communities. This is both in the context of the production of texts of the large information family and in the context of the comments genres.

Finally, it should be emphasized that the terms junior journalist and junior insta journalist are used to highlight the production requirements of the discourse genres of this social sphere. In this sense, it was found that the production of text of the students was signified and that, in place of the social role of students, these first social roles emerged. This process seems to be imperative to signify the productions of high school students and the Bachelor's Degree course in Languages, especially when it aims to provide the necessary interaction between teaching, research and extension.

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