

# 1 Discursive Practices, Extension Activities and Training of Junior 2 Journalists

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## 7 **Abstract**

8 This study aims to present a proposal of discursive practices for high school students and  
9 undergraduate courses in Letters. Based on the results from the ComuniCong extension  
10 project, it is demonstrated that the production of genres of discourse from the journalistic  
11 sphere based on studies of theoretical and methodological categories of the Analysis of French  
12 Discourse caused students of these two levels of education to assume the social roles of junior  
13 journalists and provide the community with the reading of various texts of their interests. It is  
14 expected that this study can encourage such practices in educational, research and extension  
15 institutions in order to train junior journalists.

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17 **Index terms**— junior journalists, news, opinion article, interview, review, report.

## 18 **1 Introduction**

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

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

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

## 38 **2 II. Statement of the Research Problem**

39 Discourse analysts in different countries have conducted research that covered the repertoire of discursive studies.  
40 In one way or another, these studies, despite having great theoretical and methodological diversity, have as a  
41 common basis the concept of enunciation ??Benveniste, 2006, p.82): "this put into operation the language by an  
42 individual act of use". Another similar fact, in different discursive approaches, is that this scope has contemplated

### 3 LITERATURE REVIEW

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43 the most different types of discourse (Maingueneau, 2015): political, religious, literary, pedagogical, pornographic, 44 diplomatic, legal, philosophical, institutional, advertising, messianic, scientific discourse, etc. It would be no 45 different with the media/journalistic discourse.

46 There are many studies that have turned to problems related to the type of media/journalistic discourse. Some 47 examples are the works of Charaudeau (2015; 2016), Ringoot (2014), Maingueneau (2016) and Emediato (2013). 48 These illustrate well the concern of discourse analysts in presenting and expanding the repertoire of researches 49 that focus on this type of discourse. Nevertheless, there are still some gaps when the theme is the training of 50 teachers and students. That is why this study was necessary.

51 Based on studies that contemplate the gender and type of discourse (Maingueneau, 2015), and with them 52 dialogue, this work will show how these and other categories associated with ADF can contribute to the training 53 of junior journalists. These evidences will be described through the collometer of several activities developed 54 within the scope of the Comunicong extension project: listening practices, reading and production of texts 55 belonging to genres (discourse) of the journalistic sphere, with emphasis on the last two skills (reading and 56 production of texts).

57 In summary, we seek to answer the following questions that led this study. How to signify the production of 58 texts of high school students and the Bachelor's degree course in Languages based on discursive approaches? What 59 is the social role that these actors need to assume in involving their community in the practice of reading texts 60 belonging to genres of discourse in the journalistic sphere? Why would the extension project be an appropriate 61 methodological option to pursue the objectives of this project? III. Before describing a methodology similar 62 to this, which served as the basis for the present work, this section exposes the theoretical framework that 63 was taken into account to support the thesis of a development of discursive practices that favor the training of 64 junior journalists. At first, it is necessary to refer to the classical notion of gender of the discourse proposed by 65 Bakhtin (2011). By highlighting that the utterances are results of the use of the language by members of various 66 fields of human activity and that the relatively stable types of these utterances constitute thematic content, 67 style (verbal) and compositional construction, the Russian theoretician influenced several works in the field of 68 Language Sciences. One of them is this, which focuses on the media/journalistic field in the production of texts 69 by high school students and the Bachelor's Degree in Languages.

## 70 3 Literature Review

71 This postulate of Bakhtin (2011) was exposed to the participants of this project and, through the understanding 72 of this theoretical-analytical principle, these could give meaning to the practice of producing texts carried out 73 in educational institutions. By participating in a project to extend the media/journalistic field, they understood 74 that their roles were not only those of high school students and the Degree in Languages course, but those of 75 junior journalists. Many other domains used under the ADF were employed throughout the ComuniCong project 76 for the same purpose.

77 Based on the notion of enunciation scene proposed by Maingueneau (2015), a work plan was established for 78 the textual productions of the group, since this theoretical-analytical category evidences the dynamicity of the 79 discourse genres around the unfolding of three interacting scenes: the encompassing scene, the generic scene and 80 the scenography. Thus, at first, the very name of this extension project was highlighted to exemplify what the 81 French theorist calls an encompassing scene.

82 The neologism ComuniCong was created from the word communication and the name of the Brazilian 83 city where the educational, research and extension institution in which the project was developed is located: 84 Congonhas (Minas Gerais -Brazil). Thus, the cutout of the group's basic social activity, media/journalism, 85 was designed in its own name. With this, when developing logos for the project, its members performed the 86 first activity as junior journalists, because they associated verbal and nonverbal content in order to demonstrate 87 specific properties of participants of the media/journalistic encompassing scene: With regard to the generic scene, 88 Maingueneau (2015) uses this term for the study of the tangible reality that discourse users come up with. It is a 89 rereading of the notion of discourse genre (Bakhtin, 2011) or textual genre (Marcuschi, 2008). During the project, 90 junior journalists understood that part of their role was to elaborate different genres of discourse: polls, news, 91 opinion articles, interviews, reviews and reporting. In subsequent sections, this production will be described in 92 order to illustrate the importance of this notion in the writing process according to specific competencies imposed 93 by the role of junior journalist.

94 For now, it is interesting to highlight the use of the notion of scenography in the work of the project participants, 95 since it is the last category that composes the enunciation scene (Maingueneau, 2015). According to the author, 96 this concept concerns the construction of a singular enunciation that legitimizes the scenography of each genre 97 of discourse. In it the enunciative framework is justified by the properties of the configuration of the discursive 98 world organized by its announcer. This category greatly influenced the role of junior journalists in a specific 99 type of production: the posts on the Project's Instagram account: @comunicong. In these, not only the 100 organization of enunciators who established themselves as information providers (Charaudeau, 2015) emerged, 101 but as authoreditors-designers-promoters-critics (Ramos;Martins, 2018). All this according to the scenarios 102 characterized by the positions of junior instajournalists. Finally, the project participants were presented part 103 of Ringoot's study (2014, p. 97) to reflect on the journalistic identity of the ComuniCong based on the two 104 logics of operation of the discourse genres of the journalistic domain: a) genres produced from observations and

105 conversations; b) genera produced from information. Thus, the productions of junior journalists followed these  
106 logics for the choice of certain genres of discourse. To facilitate this selection process, basically two works were  
107 used. A dictionary of discourse/textual genres (Costa, 2009) and the study of Dell?Isola (2007) that contains  
108 some summarized examples of discourse genres in the journalistic domain: reportage, opinion article and news.  
109 IV.

## 110 4 Methodology

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

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

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

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

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

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

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

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

## 157 5 V. Data Analysis and Interpretations

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

## 7 B) "OUR INTENTION IS TO TEST 15,000 PEOPLE IN CONGONHAS.

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164 It was seen, in the preceding section, that this production occurred collectively and individually. In the case of  
165 the former, it should be emphasized that the choice and production of the genres of discourse of the journalistic  
166 sphere allowed the project members to engage with themes and social actors from different segments. The first of  
167 these was the internal community itself, which collaborated promptly with a poll produced by junior journalists.

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

175 Based on the Costa dictionary (2009), we studied the constitutive aspects of this genre of discourse. Then,  
176 the junior journalists analyzed different examples so that their production followed the discursive rules of this  
177 genre. This social role assumed by the project members allowed them to understand how a personal opinion  
178 becomes a collective opinion (Charaudeau, 2016, p. 145), with all the contradictions that this discursive act has,  
179 since the feeling of the public probed to share a common position or a common opinion also ends up harming  
180 the spirit of judgment of these individuals. The second collective production was an interview with a student  
181 of IFMG-Congonhas who was attending the third year of the Integrated Technical Course in Buildings. He  
182 presented to the public, for the first time, an unpublished poem that he had found in his notebook during the  
183 pandemic of the new coronavirus. After the study and understanding of the genre of discourse interview (Costa,  
184 2009; ??ell?Isola, 2007), junior journalists received guidance on the use of e-mail for the production of this genre.  
185 Soon, the project members received the poem and, based on it, elaborated different questions that were reviewed  
186 by the project coordinator to send the email to the student.

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

### 193 6 a) Interview: Student Presents Poem "Future" and Talks 194 about Reading, Literature, Writing and Anxiety

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

200 As one of the members of the group was a student of the Degree in Letters, one aspect deserves to be highlighted.  
201 In this interview, this junior journalist followed more closely the role of editor-in-chief assumed by the project  
202 coordinator. Thus, this strategy showed an important contribution to the training of language teachers, because  
203 it was perceived that the correction of texts can gain a much broader meaning than just verifying compliance  
204 with the norms of traditional production of texts in the journalistic sphere can cause students, in fact, to interact,  
205 for example, with the mayor of their cities. In this sense, the teacher in formation understood that the choice of  
206 the gender of discourse enables this excellent exercise of citizenship.

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

### 215 7 b) "Our intention is to test 15,000 people in Congonhas.

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

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## 224 8 c) Alumni Maintain Affective and Academic Bond in the

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

## 230 9 d) Experience Project Continues to Proven Sciences in Ele- 231 mentary School with Greater Reach than in 2019

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

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

## 241 10 e) UFMG will Start Resuming School Activities Gradually

242 i. In France, Roda Boa Presents Samba in all its forms this Friday (07) Regarding the individual productions,  
243 the news with scenography (Maingueneau, 2015) typical for the Instagram account of @ComuniCong. Based on  
244 the thesis that empirical reality always goes through the filter from a particular point of view and constitutes  
245 a clipping of reality (Charaudeau, 2015), junior journalists produced several news through a singular staging of  
246 enunciation (posts for Instagram) with three different clippings.

247 These first three posts are examples of news prepared by one of the junior journalists of the Integrated Technical  
248 Course in Buildings that resides in the said city. It can be seen that these explore facts directly related to the city  
249 of Congonhas. In this sense, the project aimed to interact more directly with the local community. One point that  
250 demonstrates an activity associated with the social role of a junior journalist is the strategy of selecting the facts  
251 (Charaudeau, 2015 p. 133), since the characteristics of ephemerality and ahistoricity of the discourse of media  
252 information were These characteristics were also used in the following two posts by another junior journalist, also  
253 enrolled in the Integrated Technical Course in Buildings. However, the latter resides in the town of Conselheiro  
254 Lafaiete. One of the that make up the Alto Paraopeba region, served by the aforementioned educational, research  
255 and extension institution in which this project was developed. Thus, the facts and themes present in these posts  
256 sought a more direct interaction with this part of the local community, since many students of this institution  
257 reside in this city. In the case of the graduate student in Languages, her role as a junior journalist was based on a  
258 specific encyclopedic competence (Maingueneau, 2016). The study on the headings as the object of information  
259 of the press discourse ??Ringoot, 2014, p. In all three of these cases, the enunciation of junior journalists  
260 surpassed the constitution of an image of information providers (Charaudeau, 2015). The scenarios of these  
261 posts demonstrate the positions of junior insta journalists, because the characterization of these scenarios comes  
262 from the performance of authors-editors-designers-promoters-critics (Ramos;Martins, 2018). This is because it  
263 is observed that such scenarios were renewed according to the medium in which they circulate (Maingueneau,  
264 2016).

265 Until now, the productions of genres of discourse of the information family, associated with objectivity, have  
266 been exposed. Now will be presented the genres of commentary, those associated with subjectivity (Ringoot,  
267 2014). The first of these was the opinion piece.

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

## 275 11 f) The role of science in the formation of public opinion on 276 coronavirus and politics

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

280 **12 g) The scarce reading habit in Brazil**

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

286 **13 h) Anne with an "E": all life situations can be overcome  
287 with love, simplicity and lots of imagination**

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

295 **14 i) Why the school year should be canceled**

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

299 **15 j) Covid-19 and obesity: two pandemias, many concerns**

300 Finally, all these productions show that the discursive activities developed under the ComuniCong These  
301 productions testified that this social role was assumed with ownership by the group members and reveal some  
302 essential aspects both for citizen education of high school students and for the training of language teachers. VI.

303 **16 Conclusion**

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

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

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

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

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<sup>1</sup>( G )

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Figure 1:

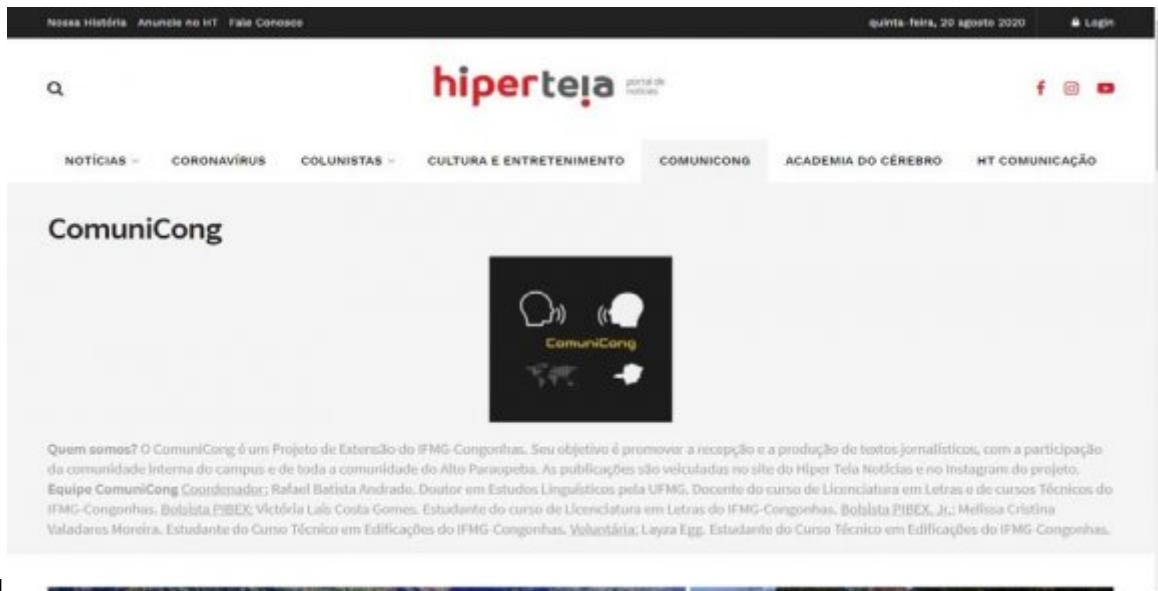


Figure 2: Picture 1 :



Figure 3: Picture 2 :



Figure 4: Picture 3 :



Figure 5: Picture 4 :



Figure 6:



Figure 7: Picture 6 :



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