THE USE OF MEDIA DISCOURSE GENRES IN THE TEACHING OF FRENCH AS A FOREIGN LANGUAGE (FLE)

O USO DE GÊNEROS DISCURSIVOS MIDIÁTICOS NO ENSINO DE FRANCÊS COMO LÍNGUA ESTRANGEIRA (FLE)

EL USO DE GÉNEROS DISCURSIVOS MEDIÁTICOS EM LA ENSEÑANZA DE FRANCÉS COMO LENGUA EXTRANJERA (FLE)

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ABSTRACT: This article proposes the use of media discourse genres in the teaching of French as a foreign language (FLE). The specific choice of these genres broadcast on digital platforms is motivated by the informative proposal that characterizes them and by the wide circulation they assume in today's society. This article aims to develop reading activities that include authentic utterances in FFL teaching from the pedagogical use of discourse genres news and reportage broadcast on the following francophone information platforms: France24; Radio France Internationale; Europe1; 20 minutes. In order to fulfill this proposal, this article relies on the bakhtinian conception of language (Bakhtin,2016). Methodologically, this is a bibliographic research of a critical qualitative nature (Carspecken, 2011).Results suggest that the use of media discourse genres in FFL teaching tends to boost learner's reading skills as well as the construction of their linguistic-discursive repertoire.

KEYWORDS: FFL teaching. Discourse genres. Digital platforms.

RESUMO: *O presente artigo propõe o uso de gêneros discursivos midiáticos no ensino de francês língua estrangeira (FLE). A escolha específica desses gêneros veiculados em plataformas digitais é motivada pela proposta informativa que os caracteriza e pela ampla circulação que assumem na sociedade atual. O objetivo deste artigo é propor atividades de leitura que contemplem enunciados autênticos no ensino de FLE a partir do uso pedagógico dos gêneros discursivos notícia e reportagem veiculados nas seguintes plataformas de informação francófonas: France24; Radio France Internationale; Europe1; 20 minutes. Para cumprir tal proposta, este artigo tem como referencial teórico a concepção bakhtiniana de linguagem (Bakhtin, 2016). Metodologicamente, este é um trabalho bibliográfico de natureza qualitativa crítica (Carspecken, 2011). Os resultados sinalizam que o uso de gêneros discursivos midiáticos no ensino de FLE tende a favorecer a expansão de competências de leitura dos aprendizes e a construção de seu repertório linguístico-discursivo.*

PALAVRAS-CHAVE: *Ensino de FLE. Gêneros discursivos. Plataformas digitais.*

RESUMEN: *Este artículo propone el uso de géneros discursivos mediáticos en la enseñanza del francés como lengua extranjera (FLE). La elección específica de estos géneros difundidos en plataformas digitales está motivada por la propuesta informativa que los caracteriza y la amplia circulación que asumen en la sociedad actual. El objetivo de este artículo es proponer actividades de lectura que incluyan enunciados auténticos en la enseñanza de FLE a partir del uso pedagógico de los géneros discursivos noticias y reportajes emitidos en las siguientes plataformas de información: France24; Radio France Internacionale; Europe1;20minutes. Para cumplir con esta propuesta, este artículo tiene como referente teórico la concepción bakhtiniana del lenguaje (Bakhtin, 2016). Metodológicamente este es un trabajo bibliográfico de carácter cualitativo crítico (Carspecken,2011).Los resultados sugieren que el uso de géneros discursivos mediáticos en la enseñanza de FLE tiende a favorecer la expansión de las habilidades de lectura de los aprendices y la construcción de sus repertorios lingüístico-discursivos.*

PALABRAS CLAVE: *Enseñanza del FLE.Géneros discursivos. Plataformas digitales.*

Introduction

The present article presents an excerpt from the dissertation entitled "*O uso dos gêneros discursivos midiáticos no ensino de francês língua estrangeira (FLE)*[2]", submitted to the Graduate Program in Applied Linguistics at the University of Taubaté. Specifically, the research focuses on the use of the media genres news and reportage disseminated on Francophone digital platforms, with the aim of developing reading activities for the teaching of French as a foreign language (FLE).

The problem that motivated this research relates to the scarcity of teaching materials that include authentic, current, and fully preserved statements, which meet the presumed communicative needs of learners and consider the practices of comprehension and discursive production, historically and socially situated in the teaching and learning processes of FLE in a dialogic and actively responsive way (Bakhtin, 2016). In response to the limitations often attributed to language in the available teaching materials, the research underlying this article sought to pedagogically intervene in some of the sensitive points of these textbooks by incorporating the journalistic genres of news and reportage. Among these points are the perception of the statement as an exclusive phenomenon of the language; the discrepancy between the moment of production of the proposed statements for reading activities and the moment they are actually presented in the classroom; the disconnection (total or partial) between the topics addressed and the learners' interests/needs; the socio-historical and cultural detachment between the proposed statements and the learners' immediate context; the fragmentation of the presented statements; the (partial or total) inauthenticity of these statements; and the atomization of verbal-visual language.

Thus, the proposal to use the journalistic discourse genres of news and reportage disseminated on Francophone digital platforms for reading activities in the classroom is justified by the socio-historical nature that gives them meaning; the wide circulation of these statements in the information society; the possibility of mobilizing learners' prior knowledge contained in their world repertoire for FLE learning; the synchrony between the social facts (re)presented in these genres and the learners' socio-historical reality; the verbal-visual dimension (Brait, 2013) that intertwines the statements found on digital platforms; and the possibility for teachers to access authentic documents on news sites and adapt them to both the

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[2] The Use of Media Discourse Genres in the Teaching of French as a Foreign Language (FLE).

material conditions of their work environment and the communicative needs of their learners. Therefore, this research, which is grounded in the scientific domain of Applied Linguistics, seeks to contribute to the development of learners as FLE readers, the construction and expansion of linguistic-discursive skills and repertoires in the classroom, as well as collaboration with the teaching community.

Theoretically, this article follows Bakhtin's perspective on language and speech genres (Bakhtin, 2016), as it understands language as a historically and socially situated practice. Methodologically, this article results from bibliographic research, materializing through a survey of theoretical references that precede it and assumes a critical-qualitative nature, as it essentially "seeks to understand itself as a practice that works with people to critically raise awareness, rather than merely describing social reality" (Carspecken, 2011, p. 397, our translation).

The methodological procedures were carried out in the following order: initially, the discourse genres to be worked on with the learners were selected. In the specific selection of the news and reportage genres, the following aspects were considered: a) the wide social circulation of these genres; b) the discursive relevance they assume in the information society; c) the possibility of learners recognizing or becoming familiar with these discourse genres; d) the relationship between the reported events, the learners' presumed world knowledge, and their presumed linguistic knowledge in the language being learned; e) the verbal-visual dimension (Brait, 2013) that these genres assume in their online versions; f) the dialogical relations established in these journalistic utterances realized in FLE; g) the possibility for learners to (re)construct meanings and be responsive.

Next, the issues related to the applicability of the suggested activities were considered, namely: a) the feasibility of incorporating the selected discourse genres into the classroom, which includes the need to provide audiovisual technological resources and internet access; b) the reliability of the selected Francophone platforms; c) the existence of an interrelation between the selected news and reports and the learners' socio-historical context, considering the principles of otherness and dialogism (Bakhtin, 2016); d) the learners' autonomous access to information platforms; e) the non-requirement of financial subscriptions for learners to access the selected websites; f) the facilitation of other pedagogical resources for both teachers and learners.

Subsequently, the utterances for the proposed reading activities were selected. In selecting the news and reports, the following conditions of the utterances were considered: a)

timeliness; b) accuracy; c) learners' interest in the conveyed information; d) verbal-visual resources employed in the construction of meaning; e) conditions of production and reception.

Finally, a didactic sequence was developed, consisting of four continuous stages, which are presented, for the purposes of this research, as a pedagogical path to be followed during the proposed reading activities.

Theoretical Foundation

The Bakhtinian Conception of Language and Discourse Genres

This article is based on the Bakhtinian conception of language (Bakhtin, 2016) and the Circle (Volóchinov, 2017). Initially, it is necessary to emphasize that the thoughts and concepts of language presented by Bakhtin (2016) and his peers constitute an essential path for pedagogical practices anchored in the use of discourse genres, both in the processes of teaching and learning the mother tongue and in the processes of teaching and learning a foreign language(s).

Bakhtin and the Circle (Bakhtin, 2016; Volóchinov, 2017) consider dialogism as the foundational principle that underpins and enables the conception of language as a social practice immersed in a universe of values (Faraco, 2009). Consequently, given the multiplicity of utterances that structure social relations, one of the central concepts that shape Bakhtinian thought, the dialogical and social nature of language, also structures the study of discourse genres, considering that they represent the nodal point between the continuous use of language and human activity (Faraco, 2009).

In his considerations, Bakhtin (2016) emphasizes that although discourse genres result from standard forms, they are socially and historically constructed and assume only relative stability, as they reflect the historical-social conditions of production under which a given society is situated at a particular historical-social moment. For this article, which focuses on the use of the journalistic discourse genres news and reportage disseminated on digital platforms, it is particularly relevant to note that discourse genres assume only relatively stable forms, as they are products of the material circumstances, the axiological dimension of society, and the mode of life (modus vivendi) under which and for which they are (re)produced (Bakhtin, 2016).

From this perspective, considering that discourse genres "reflect more immediately, precisely, and flexibly all the changes that occur in social life" (Bakhtin, 2016, p. 20, our translation), this article, responsive to the production conditions that situate it in a so-called

information society (Lyotard, 1979), proposes the pedagogical use of the journalistic genres news and reportage disseminated on Francophone continuous information websites in FLE classes.

News and Reportage Genres

This section briefly outlines some key characteristics of the news and reportage genres, which fall under the category of informative journalism.

News Genre

When examining the news genre, it is important to highlight that, by occupying a central space in the realm of journalism, news discourse, which is responsible for making social facts (still) unknown, hidden, and/or secret public and accessible to a given social group (Charaudeau, 2018), is structured around six fundamental conditions: timeliness, novelty, truthfulness, readability, periodicity, and public interest (Fontcuberta, 1993). On a stylistic-compositional level, these fundamentals are realized through the use of concise language, modulated according to criteria of information prioritization and temporal brevity, as well as through the adoption of a textual structure known as the inverted pyramid. This structure is characterized by the presentation of information in descending order of importance and by a certain degree of independence between the paragraphs of the text. Thus, in an utterance of this genre, it is noticeable that the narration of central information (who, what, when, and where) takes precedence over the presentation of additional details (how, why, context, consequences), which peripherally constitute the reported fact(s) (Caprino; Rossetti, 2007).

Regarding the communicative purpose of the news genre, Charaudeau (2018, p. 132) emphasizes that the act of reporting, understood in its discursivity, "consists, *broadly* speaking, of: *describing* what happened, *reporting* actions, *analyzing* facts" (author's emphasis, our translation). For this author, the notion of timeliness is of central importance in this genre, making news inherently driven by a sense of constant urgency. In the same vein, Traquina (2005) stresses that "news is seen as a highly perishable commodity [...]. 'Cold' news is 'old' news that is no longer news" (Traquina, 2005, p. 37, author's emphasis, our translation).

When analyzing the verbal-visual aspect (Brait, 2013) that constitutes the news genre, Charaudeau (2018) points out that the image element, although optional, intertwines with news

discourse, not only contributing to the act of informing but also aiming to convey implicit meanings, seduce, persuade, and emotionally and ideologically engage the reader with what is being conveyed. Therefore, it is a vital element in the production and (re)construction of meaning effects (Brait, 2013).

Reportage Genre

Embedded in the realm of interpretative journalism and considered a privileged journalistic genre, reportage, unlike news, is concerned with providing readers with a detailed approach to the events and social issues it addresses (Charaudeau, 2018; Lage, 2005). According to Charaudeau (2018, p. 221, our translation), reportage differs from news in that "it deals with a social or political phenomenon, attempting to explain it" with a certain level of detail.

Thus, on a discursive level, this genre does not rely on timeliness as a determining element, although it is often directly or indirectly anchored to it (Charaudeau, 2018). According to Charaudeau (2018), reportage unfolds around a current social fact brought to light by news, evoking similar events that took place in different socio-historical contexts. Therefore, major themes and events occurring in the public sphere—such as wars, crimes, racism, dictatorial governments, epidemics, and environmental issues—often serve as a historical reservoir from which reportages draw to explain and contextualize similar social facts in the present. In Bakhtinian terms (Bakhtin, 2016), it can be argued that reportages maintain dialogic relationships with news, as they tend to take the facts narrated in the news as their thematic starting point.

In the structural and stylistic dimensions of reportage, based on the considerations of Charaudeau (2018) and Faria and Zanchetta (2002), several characteristics can be observed within the utterances of this discursive genre. Among these characteristics are: the texture of the utterance, which is constructed from a more elaborate linguistic-discursive selection than that used in news, "bringing journalistic text closer to literary text" (Faria; Zanchetta, 2002, p. 173); the interpretative orientation assumed by the reportage, which aims to explain/decipher a certain social event/phenomenon for the reader, revealing traces of subjectivity; the exploration of verbal-visual elements; and the structuring of information in an investigative format with the inclusion of testimonies. This architecture seeks to reconstruct and endorse the circumstances

of the reported event's enunciation so that the reader can fully understand it (Charaudeau, 2018).

Specificities of News and Reportage Genres in Digital Platforms

Given that this article presents a proposal for using the news and reportage genres as they appear on digital platforms in teaching French as a foreign language (FLE), it is necessary to briefly address some specificities of these genres when conveyed on online news sites. Targeting an increasingly digitized society and immersed in a multitude of images of all kinds, online news, and reportages, by harnessing the power of image synthesis, seem to condense in colors and form a significant portion of what they aim to convey. This is a way of constructing and producing meaning in which "multimodality is a constitutive trait" (Dionisio, 2014, p. 42, our translation). Indeed, it is observed that in these journalistic genres, "verbal utterances are embedded in images or images accompany the texts" (Maingueneau, 2015, p. 160, our translation). For the pedagogical use of these genres in FLE classrooms, the hypothesis that digital resources can assist FLE learner-readers becomes relevant, as these resources provide access to understanding the utterance, combining writing, static images, moving images, audio, and other elements (Rojo; Moura, 2019).

Another resource available in online news and reportages is the hyperlink. Access to this feature, which frequently appears in the digital version of journalistic statements, allows, in principle, the reader-learner to seek additional information during the reading process, which can influence the (re)construction of meaning in the proposed statement. In this way, in a dialogic and uninterrupted manner, access to hyperlinks allows the reader-learner to open "infinite doors to other and other discourses" (Xavier, 2002, p. 33, our translation), which can bring forth a multiplicity of perspectives. From this standpoint, the didactic interest in using the digital version of the news and reportage genres in FLE teaching considers the hypothesis that the articulation of the different languages that compose them tends to provide a wide range of informational-interpretative resources for the FLE reader-learner.

From all that has been presented, it follows that the (re)cognition of the discursive genres in which the statements proposed to learners of French as a Foreign Language (FLE) are inscribed is an integral part of the reading activity. This is due to the fact that, as Bazerman (2015, p. 156) points out, the awareness of intentionality and the "motivations associated with a genre has the added advantage of helping readers quickly orient themselves to the type of text

and the directions it will take." These considerations show that, for the proposal of using journalistic genres like news and reportage in language teaching, whether native or foreign, it is not enough for only the internal knowledge of these genres to be accessible to the reader-learner. It is also essential that the communicative purpose embedded in them and the production and circulation conditions in which these statements are realized are brought to light for the effective conduct of reading and, consequently, for the construction of meaning and the responsiveness of the reader-learner. From this perspective, the proposed reading activities observe "on the one hand, verbal language itself […] and on the other, situated verbal language, the living language […]" (Faraco, 2009, p. 103, our translation) in its socio-historical, interactive, and multisemiotic dimensions.

Reading Strategies in Foreign Language Teaching

This section addresses the cognitive, metacognitive, and social strategies (Bégin, 2008; Del Olmo, 2016) that the reader-learner employs during the reading process, as well as the importance of explicit teaching and raising awareness of these strategies in foreign language teaching and learning processes. Reading activities, both in native and foreign language teaching, require the reader-learner to rely on a wide range of cognitive, metacognitive, and social strategies (Bégin, 2008; Del Olmo, 2016).

According to Bégin (2008) and Del Olmo (2016), cognitive strategies can be defined as unconscious mental operations performed by the reader-learner during reading, such as lexical decoding, recognition of keywords and cognates, attempts to assign meaning to unknown words, recognition of constitutive elements of a text, among others. Del Olmo (2016, p.3, our translation) associates cognitive strategies with "behaviors that facilitate the processing of linguistic information." Metacognitive strategies, on the other hand, can be defined as conscious operations performed through the activation of a set of explicit, pedagogically oriented knowledge over which the reader-learner exercises control. These operations include organizational (re)cognition of the discursive genre in which the proposed statement is inscribed, activation of prior knowledge, hypothesis formulation, setting planning/objectives for reading, (re)direction and modification of strategies, questioning, making inferences, anticipation, revision, (self-)evaluation, among others (Bégin, 2008; Del Olmo, 2016).

Social strategies, in turn, can be understood as those that establish connections with actions and knowledge derived from socially shared experiences (Del Olmo, 2016). More

broadly, considering the Bakhtinian perspective of language (Bakhtin, 2016), it seems possible to infer that, in social strategies (Del Olmo, 2016), the learner's encyclopedic repertoire, the ability to recognize discursive genres and their social functions, the perception of the social situation in which the text under study is embedded, as well as the reader's ability to bring their prior social experiences and knowledge to the proposed reading, come together.

The studies of Brevik (2014) and Del Olmo (2016) indicate that the explicit teaching of metacognitive strategies, as well as the teacher's handling of social strategies, increase the possibilities of text comprehension for learners. This happens because, as explained by these authors, learners who consciously use these strategies simultaneously enhance their ability to articulate their existing body of prior knowledge, expand their textual understanding, and pave the way for new learning.

Brevik (2014), when discussing the role to be played by the teacher in teaching strategies, offers an illustration of two types of reading practiced in the classroom and, consequently, two distinct pedagogical approaches, either consciously or unconsciously, adopted by teachers when proposing reading activities. In the first type, what the author calls the "Nike pedagogical mode" prevails, where learners act under the instruction: "Just do it!" (Brevik, 2014, p. 55). In this mode of reading instruction, learners "read without analyzing the task or considering how to read" (Brevik, 2014, p. 55). In the second type of reading, the "Sherlock Holmes mode" comes into play, which, according to the author,

> Takes a broader view of analyzing the task, selecting and applying potentially effective strategies, searching for clues, making inferences based on textual evidence, monitoring comprehension progress, and adjusting the choice of strategies when necessary (Brevik, 2014, p. 55, our translation).

In her reflections, Brevik (2014) outlines different strategies for different stages of reading. The first stage, as explained by the author, focuses on setting objectives. At this stage, the learner-reader's prior knowledge needs to be activated, creating space for making predictions and anticipations that arise from observing key elements of the text, such as the discursive genre it belongs to, title, subtitle, highlights, images, and colors. In short, this is a stage where the skimming reading strategy (Brevik, 2014) is largely employed.

According to Brevik (2014), the second stage of reading combines skimming and scanning strategies. This occurs as learner-readers seek to deepen the information presented on the surface of the proposed text. To this end, a more detailed reading (scanning) begins, aiming

to refine the set of information exposed in the text. The third and final stage of reading, according to Brevik's (2014) considerations, involves strategies such as underlining and highlighting the main information presented in a given text; rereading it; formulating questions about it; paraphrasing it; and finally, synthesizing it by (re)using keywords, among others. This stage seeks to interlace, to some extent, the learner-reader's prior knowledge and the knowledge proposed by the reading.

However, although the strategic procedures embedded in cognitive, metacognitive, and social strategies are valid for reading activities in general, Cho and Afflerbach (2015) highlight that readings proposed in digital environments present complexities that differ from those in printed materials. Consequently, the authors (Cho; Afflerbach, 2015) emphasize the inadequacy of exclusively adopting strategic reading procedures historically linked to printed media when dealing with texts presented on digital platforms. Starting with an initial observation about the differences between these two types of reading, Cho and Afflerbach (2015) note that, although not rigid in nature, "a fundamental rule in traditional reading is to follow the path the author has organized [...]. The non-linear textual environments of the internet often require readers to construct these paths" (Cho; Afflerbach, 2015, p. 505, our translation).

Essentially multimodal, reading on digital platforms requires that the learner-reader be able to articulate multiple sources of information and languages and self-manage their reading process. For Cho and Afflerbach (2015), this condition imposed on reading websites highlights the need for the explicit teaching of strategies that take into account the particularities of this way of reading and constructing meaning. This is because, as these authors (Cho; Afflerbach, 2015), point out, reading on the internet presents specific features such as hyperlinks, the use of audiovisual resources, continuous updates, and reader participation. To address these specificities, specific strategies are required.

Along the same lines, Develotte and Blondel (2003) also emphasize hypertextuality and interactivity as prominent features of online texts. In her observations, Coiro (2011, p. 353) stresses that "traditional conceptions of reading comprehension may no longer be sufficient in online reading contexts." Therefore, embedded in a dynamic that includes interactivity, multimodality, and hypertextuality (Develotte; Blondel, 2003; Coiro, 2011; Cho; Afflerbach, 2015) as foundational principles, the reading paths to be followed in the digital environment require specific strategies. Thus, in addition to invoking strategies such as activating prior knowledge, knowledge of discursive genres, skimming, scanning, and making inferences (Develotte; Blondel, 2003; Coiro, 2011; Brevik, 2014; Cho; Afflerbach, 2015), online reading

also requires the learner-reader to utilize their knowledge of internet navigation, presumably already in place, to articulate the various sources of language that make up the text in digital platforms, and to monitor the reading path undertaken in the search for understanding the proposed text.

Didactic Sequence for Reading Activities in FLE

Aiming to offer learners of French as a Foreign Language (FLE) the opportunity to build and expand linguistic-discursive competencies and repertoires through a reading activity proposal centered on the inclusion of the news and report genres in the classroom, a didactic sequence composed of four reading procedures is presented here. It is necessary to emphasize that the didactic sequence proposed in this work is based on that developed by Lopes-Rossi (2018). Equally relevant is the observation that, unlike the pedagogical proposal towards which the didactic sequence of the aforementioned author (Lopes-Rossi, 2018) is directed, the present research does not take as its starting point the pedagogical work of reading with native language learners, nor is it focused on the use of printed news and reports. Thus, by directing itself towards the pedagogical work of reading in the teaching of French as a foreign language and the use of news and reports from digital information platforms, the proposed didactic sequence leaves room for possible interventions and expansions, considering the contextual framework in which it is inserted and the specificities embedded within it.

In its action plan, the proposed didactic sequence first signals the importance of activating learners' knowledge about the elements of the historical-social context of production of the genres to be worked on (Marcuschi, 2008; Brevik, 2014; Bazerman, 2015; Lopes-Rossi, 2018). Thus, the didactic sequence is structured as follows:

Table 1 – First reading procedure

Didactic sequence for the use of news and report genres in FLE teaching	
1st reading procedure (pre-reading)	
Activation and expansion of knowledge based on the following observation points a) elements of the socio-historical context of production of the proposed discursive genre(s); b) communicative purpose (purpose of the genre in society); c) themes generally addressed by these journalistic genres; d) verbal-visual language; e) multimodal resources employed; f) production conditions and spheres of circulation; g) differences and similarities between the printed version and the online version of the observed genre(s)	**Guiding questions:** a) for what social purpose are these genres produced (what is the communicative purpose invested in them?); b) who produces them?; c) on what occasions are they produced?; d) what topics do they generally address?; e) what is the objective of the reader of these genres?; f) how is the information conveyed in these genres obtained (in general)?; g) where do these genres circulate?; h) on what media are they currently available?; i) what multimodal resources are used in the composition of the statements that are part of these genres?; j) how can the reader respond to the news and reports available on digital platforms? What reactions can reading these genres provoke in the reader of digital platforms?

Source: Author's elaboration, 2022.

The first procedure aims to guide a moment of (pre-)reading in which the pedagogical work focuses on the (re)cognition of the constitutive elements of the observed genres. Although it is didactically desirable for the teacher to work with the characteristics of the discursive genre proposed in the classroom, Maingueneau (2015) argues that some discursive genres, especially those with broad social circulation, do not require extensive questioning and prior guidance for their reading, since "most of the time, this happens spontaneously" (Maingueneau, 2015, p. 121). Thus, the adoption of the first procedure becomes essential when (and if) the genre proposed to the learners "is unfamiliar to them, if they encounter any difficulty, or if they are questioned about its practice" (Maingueneau, 2015, p. 121, our translation).

The second procedure suggested in the proposed didactic sequence involves conducting a brief reading of the presented text. At this stage, the pedagogical intention is to lead the learner to formulate hypotheses, make inferences, and anticipate the content of the text to be read and understood. At this point, the reading activity tends to focus on the observation and identification of the verbal-visual and contextual information of the text that the learner can immediately retrieve. This can be seen in the following table:

Table 2 – Second reading procedure

2nd reading procedure	
Brief reading: a) observation of the most prominent elements in the statement to identify the theme (reading images, title, subtitle, identification of keywords/cognates, observation of the use of colors, hyperlinks, icons, etc.); b) situational/contextual observations/(re)cognitions related to the statement; c) identification of possible similarities or differences between the situation addressed in the statement in a foreign language and the learner's prior knowledge of the subject in their native language; d) formulation of objectives for in-depth reading of the statement	**Formulation of hypotheses, inferences and anticipations based on:** a) the overall meaning of the topic of the news and/or report broadcast in French based on the use of prior knowledge; b) observation of the verbal-visual/multimodal elements highlighted in the statement (keywords, cognate words, expressions, static and/or moving images, icons, hyperlinks, colors, etc.); c) understanding and socio-historical insertion of the learner in relation to the statement presented to him/her in a foreign language; d) recognition of the compositional organization of the genre and its communicative purpose

Source: Author's elaboration, 2022.

The didactic actions within the second procedure focus on observing the most prominent constitutive elements of news articles and reports (title, subtitle, image, audio, keywords, cognates, hyperlinks, etc.) that enable the proposed reading activities. This is because these sources of information serve as a means of access both for the (re)construction of the effects of the meaning of the proposed text (Brait, 2013) and for the construction and expansion of linguistic-discursive competencies. It is considered, therefore, in this and the other procedures that comprise the didactic sequence presented here, that observing the "utterance as a real unit of discursive communication will allow for a more accurate understanding of the nature of the units of language (as a system) [...]" (Bakhtin, 2016, p. 22, our translation).

The third stage of reading aims to guide the learner-readers to delve deeper into the text, beyond what is materialized on its surface. This is a procedure for deepening the reading, where it is necessary to compile an inventory of internal and external information and knowledge about the text. This means (attempting to) penetrate the layer of meaning, effects, ideas, and ideologies conveyed explicitly or implicitly in the observed text. In this sense, the third procedure is structured as follows:

Table 3 – Third reading procedure

3º Procedimento de leitura	
In-depth inferential reading focusing on:	**More complex reading objectives that involve:**
a) in the constitutive characteristics of the genre; b) in the construction of (re)construction of meanings; c) in the assessments by the learner-reader of the set of resources that make up the statement; d) in the assessments by the learner-reader of the social relevance of the theme addressed in the statement; e) in the (in)existent relationship between the theme addressed in the statement and the immediate social environment of the learners.	a) identifying specific information/arguments about the subject matter; b) summarizing the main ideas conveyed in the statement; c) inferring contextual meaning to (until then) unknown words and/or expressions; d) identifying/observing the communicative purposes of the verbal-visual resources that the speaker uses to produce meanings; e) identifying/distinguishing facts (d) and opinions; f) inferring ideas/ideologies conveyed explicitly and/or implicitly in the statement; g) evaluating the validity of the information/arguments presented in the proposed statement

Source: Author's elaboration, 2022.

According to Marcuschi (2008, p. 256), this level of text comprehension "concerns the mode of meaning production that is not achieved through the identification and extraction of information [...], but as an activity where knowledge from various sources comes into play [...]." It is predominantly, though not exclusively, a critical-inferential reading "in which readers have to engage actively" (Bazerman, 2015, p. 153, our translation).

The fourth and final reading procedure proposed in this work focuses on the critical appreciation of the text in (FLE). Here, the critical stance previously required in the execution of the third procedure is further deepened, and the learner-reader is asked to make evaluations about the observed text, taking into account the socio-historical entirety of its elements and the ideological nuances that are (un)veiled within it. At this stage of reading, the learner-reader brings their voice into the dialogue proposed by the text as they respond, either refuting and/or affirming the "evaluative social positions" (Faraco, 2009, p. 73, our translation) that are presented either explicitly or implicitly. To this end, the fourth and final procedure proposes:

Table 4 – fourth reading procedure

4th reading procedure	
Critical assessment:	**Critical-responsive positioning that involves:**
a) a) of the verbal-visual/multimodal articulation of the statement proposed as a reading activity; b) b) of the historical-social dimension that serves as a backdrop and motivates the statement; c) c) of the approach to the theme; d) d) of the social (ir)relevance of the theme; e) e) of the (re)veiled ideological points of view/positions; f) f) of the dialogic relations that the statement establishes with other statements; g) g) of the dialogic relations that the statement in a foreign language establishes with statements that circulate in the learner's native language.	a) critical assessment by the learners of the communicative intention and the intended effects of meaning in the proposed statement(s); b) critical assessment of the verbal-visual resources used by the statement(s) to construct meaning; c) critical assessment of the credibility of the information vehicles responsible for the dissemination of the observed statements; d) identification and critical observation of the validity of the arguments, (un)veiled ideologies and evaluative tones of the statement(s); e) sensitivity to the dialogical relations that situate the proposed statement(s) in an uninterrupted discursive thread; f) critical assessment of the historical-social (ir)relevance of the themes of the statement(s) presented; g) active responsiveness of the learner-reader to the statement proposed as a reading activity.

Source: Author's elaboration, 2022.

During the pedagogical moment dedicated to the critical appreciation of the text proposed as a reading activity in FLE, which highlights the learner-reader's responsiveness, the idea that a text invites the reader to participate in a dialogue with other texts "that precede and succeed it in the chain of communication" (Fiorin, 2018, p. 36) becomes evident. Thus, the fourth reading procedure, which is part of the proposed didactic sequence, closely observes the dialogical relationships that underpin social discourses (Bakhtin, 2016).

However, while it is organized to address both the development of the learner's linguistic-discursive competencies in FLE and the possibility for the learner, through the recognition of their active position as a situated socio-historical subject, to critically engage with the discourses they observe, also during their foreign language learning, "compelled to take a stance, to respond" (Faraco, 2009, p. 21, our translation), the didactic sequence presented, far from assuming the prescriptive possibility of a unidirectional and ritualized pedagogical approach, is outlined as just one of the possible paths to be followed by the teacher in reading activities in FLE. This ultimately means acknowledging that, without rigidity as a premise, it is open to (possible) adaptations and modifications that focus on the best interests of the social actors involved in the teaching and learning processes of FLE in diverse contexts.

Examples of texts selected for reading activities

As an illustration, here is an excerpt from a news article and a report that is part of the selection of texts for reading activities in FLE. The first text is a news article published on the Francophone news website RFI on February 13, 2022, titled: *Brésil: alerte sur une déforestation record en Amazonie*[3]. The second is a report published on July 1, 2019, on the Francophone news website France 2, by Pierre Le Duff and Laura Damase (2019), titled: *Féminicides au Brésil: le port d'armes, auto-défense ou pousse-au-crime?*[4].

Figure 1 – Excerpts from a news article and a report selected for reading activities

Source: Radio France Internationale- RFI (2022); FRANCE24 (2019).

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[3] *Brasil: alerta sobre uma desflorestação recorde na Amazônia*. Available at: https://www.rfi.fr/fr/environnement/20220213-br%C3%A9sil-alerte-sur-une-d%C3%A9forestation-record-en-amazonie.

[4] *Feminicídios no Brasil: porte de armas, autodefesa ou incitação ao crime?* Available at: https://www.france24.com/fr/20190628-focus-bresil-port-armes-feu-feminicides-crimes-violences-femmes-auto-defense-bolsonaro.

As can be observed from the expressiveness and the articulation of the verbal-visual elements that compose it, the selected news article addresses the record deforestation of the Amazon. It presents the theme of the environment, which is widely debated in today's society and about which it is presumed that the FLE learner-reader has some prior knowledge. Similarly, the selected report, through its articulation of verbal and visual elements, allows the learner-reader to foresee the discussion of certain ideological and social issues present in Brazilian society, such as violence against women, sexism/machismo, and the gun law relaxation policy advocated by the then-president Jair Messias Bolsonaro. In other words, these are events and social facts about which learners are presumed to have some prior knowledge already.

On the language level, it is observed that the articulation between the verbal and visual elements initially made available to the learner-reader and the mediating teacher may facilitate the process of reading and comprehending the text in its entirety.

Final considerations

The use of media discursive genres, such as news articles and reports, in reading activities for teaching French as a foreign language, from the Bakhtinian perspective on language (Bakhtin, 2016), can enhance learning opportunities in FLE. This is because pedagogical work with discursive genres, operating on both the structural and discursive planes of language, constitutes a privileged path to be followed for the construction and expansion of linguistic-discursive knowledge in FLE. Ultimately, it is hoped that the proposal presented in this work will contribute to the sharing of knowledge, practices, and pedagogical actions in the teaching and learning processes of FLE.

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