

CONCEPTUAL ASPECTS OF THE MEDIA LITERACY IN THE “NEWS” GENRE:
AN ANALYSIS FROM SCHOOL NEWSPAPERS PRODUCED BY ELEMENTARY
STUDENTS

*OS ASPECTOS CONCEITUAIS DO LETRAMENTO MUDIÁTICO NO GÊNERO
NOTÍCIA: UMA ANÁLISE EM JORNAIS ESCOLARES DE ESTUDANTES DO
ENSINO FUNDAMENTAL*

*LOS ASPECTOS CONCEPTUALES DE LA ALFABETIZACIÓN MUDIÁTICA EN EL
GÊNERO NOTICIA: UN ANÁLISIS EN PERIÓDICOS ESCOLARES DE
ESTUDIANTES DE LA ENSEÑANZA PRIMARIA*



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ABSTRACT: In this text, which is part of a research of master’s in education, we analyze the conceptual aspects of media literacy (BUCKINGHAM, 2010) concerning the “news” genre in three editions of a school newspaper produced, in 2017, by a group of elementary students named Clube do Jornal at a public school from Fortaleza – Ceará - Brazil. When analyzing those “news”, we observed that the writing focuses on the experiences from students’ socioeconomic context. Students’ writing presents some grammatical fragilities, although they maintain objectivity in the genre and adequate linguistic resources of style. In addition, the “news” genre emphasizes conventional narratives of the school environment, because the members of that school are students’ main audience. Therefore, students’ practice of writing converges towards a more endogenous and intuitive media literacy, with characteristics of school literacy, because the Clube do Jornal needs a greater pedagogical assistance by their teachers.

KEYWORDS: Media literacy. News genre. School newspaper. Elementary school.

RESUMO: Como parte de uma pesquisa de Mestrado em Educação, analisamos os aspectos conceituais do letramento midiático (BUCKINGHAM, 2010) em notícias de três edições de um jornal escolar, produzidas, ao longo de 2017, por um grupo de estudantes dos anos finais do ensino fundamental, conhecido como Clube do Jornal, em uma escola pública de Fortaleza – CE. A análise das notícias revela que esse gênero representa vivências no contexto socioeconômico dos estudantes, materializadas em uma linguagem escrita com fragilidades quanto à norma padrão, embora eles mantenham objetividade no gênero e desenvolvam recursos linguísticos adequados de estilo. Em acréscimo, as notícias ressaltam narrativas convencionais do universo escolar, visto que a audiência principal são os leitores da própria instituição. Portanto, os estudantes acabam convergindo para um letramento midiático mais endógeno e intuitivo, com características do letramento escolar, uma vez que falta uma maior assessoria pedagógica ao Clube.

PALAVRAS-CHAVE: Letramento midiático. Notícia. Jornal escolar. Ensino fundamental.

RESUMEN: En este texto, que es parte de una investigación de Maestría en Educación, analizamos los aspectos conceptuales de la alfabetización mediática (BUCKINGHAM, 2010) en noticias de tres ediciones de un periódico escolar producido, en 2017, por un grupo de estudiantes conocido como Clube do Jornal en una escuela pública de Fortaleza – Ceará – Brasil. El análisis de las noticias revela que este género representa experiencias en el contexto socioeconómico de los estudiantes, materializadas en una escritura con debilidades en la norma estándar, aunque ellos mantienen la objetividad en el género y desenvuelven adecuados recursos lingüísticos de estilo. Además, las noticias presentan narrativas convencionales del universo escolar, ya que la audiencia principal son los miembros de la propia institución. Por tanto, los estudiantes acaban convergiendo hacia una alfabetización mediática más endógena e intuitiva, con características de alfabetización escolar, ya que el Clube carece de mayor asistencia pedagógica.

PALABRAS CLAVE: Alfabetización mediática. Noticia. Periódico escolar. Enseñanza primaria.

Introduction

According to Possenti (2002), writing practices at school tend to develop students' authorship when teachers allow these individuals to take the floor and, through it, become protagonists of their projects of saying in different social scenes. Based on these ideas, it is plausible to argue, for example, that the writing of a school newspaper led by basic education students tends to develop significant discursive singularities (DUTRA, 2018) based on situated occurrences of language use.

In this context, Bonini (2011, p. 149-150) suggests that more pedagogical work with the use of newspapers be developed, as this media tool “has become an important teaching-learning instrument in many countries”. This is justified because, in Brazil, still in the words of the author, “there are few studies that report and analyze these experiences, so that little is known about how these newspapers are produced and what place they occupy in the set of contents taught in the discipline of Portuguese language”. We take this reality as a starting point, in this article, to analyze the written production of elementary school students considering the conceptual aspects of media literacy (ML) in the news genre in three editions of a school newspaper.

For this, we carried out a discursive-linguistic analysis of the news produced by students of a public school in Ceará from the perspective of the representations that are contained in the newspaper they produce. In parallel, we discuss the context in which this production takes place, as well as the practice of the language in use and the audience for which the newspaper is intended. These four aspects make up the conceptual dimensions of Buckingham's (2010) notion of LM, which we will detail below.

Conceptual aspects of media literacy

Before conceptualizing the LM, it is convenient to highlight what means media. In the words of Bonini (2011, p. 156), the media is a “mediation technology of language interaction and, therefore, of gender as a unit of this interaction. Each medium [...] can be identified by the way in which it is characteristically organized, produced and received and by the supports that constitute it”. In this sense, the students' LM is built on the dynamics between the social world, the school, the protagonism, autonomy and critical thinking of those who produce the texts (BRASIL, 2018).

For this to happen, Baltar (2010) suggests that, instead of working on the simple didacticization of genres, the school needs to develop more empirical literacy practices, encouraging a school media instead of just *inserting* a media *in the* school. That is, to encourage the creation of a communication and interaction channel within the school space that promotes the students' LM. In this context, we will present as the first conceptual aspect, according to Buckingham (2010), the representation, which concerns the positions taken and the intentions exposed by the writer subjects.

Informed media users need to be able to evaluate the material they encounter; for example, by identifying the motivations of those who created the media and comparing it to other sources, including your own direct experience. In informational texts, it means addressing issues of authority, reliability, and bias; and also, broader questions about which voices are heard and which points of view are and are not represented (BUCKINGHAM, 2010, p. 50, our translation).

Regarding representation, therefore, we can link it to the conscious and/or unconscious choices that student-journalists make, from the *layout* of the publication, to more significant issues such as subjects, discourses, motivations and ideologies that will be present in each edition, in a way according to the experiences they have inside and outside school.

Thus, student-writers tend to develop a more active and reflective attitude towards the world around them and implement textual preferences, which are theirs and not imposed by teachers. Therefore, it is the appropriate use of language, as an element of interaction, that is presented as the second conceptual aspect of the LM. In this sense, the author states:

A literate individual is able not only to use language, but also to understand how it works. It is partly about an understanding of the grammar of certain forms of communication; but it also involves an awareness of the broader codes and conventions of particular genres. It means acquiring analytical skills and a metalanguage to describe how language works (BUCKINGHAM, 2010, p. 50, our translation).

Based on this, we can understand that, even when the language is considered by the school in its social dynamics, that is, with the probability of being learned through its use, knowledge of grammatical norms cannot dispense with the process. In this perspective, the texts for the school newspaper reveal, as in any other writing process, not only the identity of who writes but also the knowledge that the writer has about the language. Regarding production, the third aspect of the LM, the author states:

Literacy also involves knowing who is communicating to whom and why. [...] also involves a wider awareness of the global role of publishing, promotion and sponsorship, and how they influence the nature of the initial information available. Of course, this awareness must be extended to non-commercial sources and interest groups, who increasingly use the web as a means of persuasion and influence (BUCKINGHAM, 2010, p. 50, our translation).

That is, understanding production implies knowing that literacy practices are situated. This is an aspect linked to decision-making, subjectivities, choices and the historical-cultural context that the text producer experiences, considering the social roles played in the structure of the school newspaper. The paths that make up this writing are strongly stamped by comings and goings, constructions and deconstructions, mistakes and successes, in an analogous way to what happens in a conventional journalistic newsroom. The school newspaper therefore undergoes promotion, sponsorship and publication requirements, even if these activities are not conceived professionally and commercially. The fourth and last conceptual aspect linked to the development of the LM is the audience, which

it also involves an awareness of your own position as an audience (reader or user). This means knowing how the audience is targeted by the media and how different audiences use and respond to the media. [...]. It also means recognizing the different ways in which the media is used, for example by different social groups, and reflecting on how it is used in everyday life – and how it can be used differently (BUCKINGHAM, 2010, p. 50-51, our translation).

It is relevant to verify that the audience has to do with the target public of the school newspaper, that is, with the readers of the institution itself, such as managers, teachers, employees and students. However, the discursive function of the school newspaper can be expanded, so that the readership is expanded in quantity and in profile, since the copies can also circulate in the extra-school community, both in the printed configuration and in a virtual way through the social media. The highlight regarding this aspect of the LM, in the school newspaper, is that students are not restricted to the Portuguese language teacher as the only reading and correcting audience for the texts, in a typical attitude of discursive artificialism.

Methodological route

The research, with a qualitative approach, took place in a Full Time School (ETI) in the municipal public network of Fortaleza - CE, considered of the urban type, which serves students in the final years of elementary school. The real name of the institution was kept confidential throughout the entirety of this text, as one of the precepts involving ethics in research, with the fictitious name Escola da Imprensa being adopted. From this space, we had the participation of 25 students from Clube do Jornal, 21 from the 6th year and 4 from the 7th year. Therefore, the investigation followed all the guidelines of the Research Ethics Committee (CEP) with humans.

It is appropriate to clarify that this work was produced using part of the data from the Master's in Education research of one of the authors (DUTRA, 2018). Thus, we resorted to excerpts from this publication, making the appropriate references when dealing, more specifically, with direct and indirect citations in order to maintain an ethical dialogue with the research that led to the production of this article. In the construction of the data, we obtained three editions of the printed newspaper of the students of Clube do Jornal, referring to the months of May, June and October 2017.

With this printed material in hand, we analyzed the news written by the students considering the four conceptual aspects of media literacy (representation, language, production and audience), as proposed by Buckingham (2010). Along the way, we dialogue with the research findings in the light of the ideas of other authors who deal with themes related to the school newspaper, such as: school media, writing at school, multiliteracies and linguistic-discursive appreciation of written genres.

In the case of this article, due to limitations regarding the number of pages, we chose to present only the analysis we made of the news genre, even though the other genres, present in the editions of the analyzed newspaper, are also relevant in terms of the LM. Another reason for focusing on the news genre is due to the fact that this was the most recurrent in the three editions that made up the *corpus* of the master's research already mentioned here (DUTRA, 2018). In addition to these explanations for the emphasis on news, we also point out that this genre has a marked relevance in any media outlet, whether conventional or school-based, a fact that deserves special attention in language studies.

Presentation and discussion of results

Proceeding with the general analysis of the students' texts in the three editions of the newspaper – May, June and October 2017 – we noticed that there are four discursive/textual genres that are recurrent in the three editions: the interview, the news, the legend and the joke. They end up consisting, therefore, of very evident writing preferences. For this text, as already explained in the Methodological Path, we chose to explore only the news genre, taking into account the representation, the uses of language, the production and the audience (BUCKINGHAM, 2010).

About this genre, Cereja and Magalhães (2015, p. 8) define it as “a journalistic textual genre that disseminates events socially recognized as worthy of publication in a media [...] as long as they are of interest to people and are significant for a particular vehicle of the press”. Further ahead, after presenting an example of news taken from a magazine with large national circulation, the authors gradually develop more guidelines about the genre. They present the conventional structure emphasizing the *lead* and the body of the text in order to answer what, who, when, where, how and why such an event occurred in society. Finally, the authors also make comments about the impersonal and objective language of the news, which report new and recent facts of interest to the reading public.

It is important to inform that Cereja and Magalhães (2015) are authors of textbooks aimed at the target audience of our research – students in the final years of elementary school. Based on their explanations, we analyzed the writing of each piece of news, reproduced below with the maximum similarity to what is actually found in the copies, so that we can enter into the reflection on the conceptual aspects of the LM presented by the students.

Table 1 – News from newspapers 1, 2 and 3

NEWSPAPER 1 (MAY 2017)	NEWSPAPER 2 (JUNE 2017)	NEWSPAPER 3 (OCTOBER 2017)
<p>School Panic</p> <p>Due to a rumor created by some student, the Press School went into an uncontrolled general panic. The event that took place on 04/20/2017, became a phenomenon and other schools also spread the rumors and the same thing happened. In Escola da Imprensa, several students were pressed into the corridors and the gate was locked, preventing students</p>	<p>Confirmed! 6th grade C is the best class in the Press School Ranking!</p> <p>(a photograph of the 6th grade students)</p> <p>According to XXXXXX, director of <i>Escola da Imprensa</i>, the 6th grade C class ranked first in the entire school in the Ranking with an overall average of 7.88. XXXXXX states that 6th grade - C was the class in</p>	<p>Press School Science Fairs</p> <p>At the science fair that took place in August 2017. Students from neighboring schools also participated by visiting the classrooms. They presented several themes, where some of them were: Mechanics, Dengue, Optical Illusion and Etc... This was just the</p>

<p>from leaving. The students in front of the gate broke in and when they left the corridor, they jumped over the exit walls. Many students crying, feeling sick, desperate after their friends, afraid that they had hidden in the classrooms. The fear was at the time when they set the buses on fire, and rumor was that they were going to set the school on fire, as no one wants to have the pleasure of being burned to death, they entered a type of “school panic”</p>	<p>which the best performance was achieved in the entire school and that the grades of the bimonthly tests were the best. But that was only in the first two months and in the second it could be another class or it could be the 6th year again – C. Which class will it be?</p> <p>Press School Library</p> <p>As Escola da Imprensa still does not have an official library, the reading club created by Professor YYYYYY decided to build a small library in the <i>corridor</i>, between rooms 07 and 08. So far there are only a few bookshelves, but very soon there will be several books. Until the exact moment, it is still not known if all students of Escola da Imprensa have access to the library.</p>	<p>beginning, the Africanities fair is yet to come!!!</p>
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Source: Elaboration of the authors based on the collection of Dutra (2018, p. 135)

As we can see, the texts contained in Table 1, which the students call news, have a brief title followed by a short statement/text, which revolves around facts about the Escola da Imprensa. The only piece of news that differs from these characteristics, in terms of composition, is the first one in newspaper 2, in which, right after the headline, a photograph of the group to which the statement/text is alluding is displayed. However, this is not followed by a caption that would better explain the image, which differs from conventional newspapers.

According to Cereja and Magalhães (2015), the composition of the news contains recent facts and of interest to the public of a given media vehicle. In this case, what we can see, in the three editions, is that this news is originated by new occurrences at the time of their written production, however, during the publication of the copies, such events are already out of date in chronological terms. For example, the news in newspaper 1 mentions the month of April 2017, and the delivery of the issue only took place in the month of May. In another example, when talking about the Science fair, reported in newspaper 3 during the month of October, we found a difference of two months between the written production and the dissemination/delivery of the edition to the school community, since the fair had taken place in August (DUTRA, 2018). Therefore, this time lapse distances the moment of writing and the occasion of reading in a genre that values up-to-date, allowing many important facts to be disregarded because of the difficulties between editing and final printing for delivery.

Representation and language

Since the news refers to relevant facts in the social environment of a public elementary school, the literate practice of students when producing this genre makes clear the representation of the world focused on what can become news in the student newspaper. We noticed, in general, that the tendency in these texts, in addition to informing, also seems to be to alert students and management about some negative facts. The news from newspaper 1, entitled “School Panic” (DUTRA, 2018, p. 135), testifies that the socioeconomic context of the students translates into a periphery zone, since the motivating fact for the writing of the statement/text were the fires that occurred approximately one month before this publication, in Fortaleza - CE. As students live with these problems in the neighborhood where they study and, in the surroundings, where they live, the transposition to this news makes it clear that they live in habitual situations of violence. What is interesting, however, is their ability to produce good humor, inspired by such a tragic fact.

In the news from newspaper 2, they also provide clues to other situations that are based on the representation that these subjects have about what news can be for the social context in which they participate (DUTRA, 2018). In this way, they also exercise their social actions as subjects of language. After all, they intuitively assess, as Cereja and Magalhães (2015) confirm, that the news should arouse the interest of its public, that is, the newspaper's audience. As they see the newspaper as a vehicle in which they can take the floor and develop authorship regarding their singularities (POSSENTI, 2002), the students involved with the Clube do Jornal select subjects that can, therefore, represent their relevant thoughts and values.

In this regard, we agree with Ferreira, Lima and Signorelli (2021, p. 9) when they state that, “from the perspective of literacies, subjects, even in the midst of determinations of all kinds (social, political, economic, cultural, among others), manage to imprint traces of autonomy and uniqueness to their sayings and their actions”. This position taking occurs in newspaper 2 in the same way as in newspaper 1, since the first news item produced, entitled “It is confirmed! 6th grade C is the best class in the Press School Ranking! ” (DUTRA, 2018, p. 135), represents the way in which the school in question values the performance of grades in evaluations. In the students' representation, this needs to be reported, as it is a relevant subject and of interest to those to whom the newspaper is intended.

In this perspective, it is important to disclose that the group highlighted in the news, in this case the 6th C – curiously the room that represents the largest number of participants of Clube do Jornal – obtained a good result compared to the other classes in the school. Still in

newspaper 2, another piece of news discloses to the community of students the initiative of a teacher to organize a small library in the corridor (DUTRA, 2018), denouncing, in a way, the lack of an official library in the school. In the situation conveyed, this information is relevant to be published in a newspaper, configuring how this club values reading in a typical literate activity of representation, as advocated by Buckingham (2010).

As for newspaper 3, the representation of what can be news materializes through the selection of subjects related to important events in the school environment, such as, for example, the Science Fair and the Africanities Fair (DUTRA, 2018). It is also interesting that the narrative of the discursive/textual genre in question exposes the interaction of students from other schools as a highlight, right at the beginning of the utterance/text. We consider this idea important because it reveals, according to what was also presented in Dutra (2018), that the participants of the Clube do Jornal recognize the importance of the community outside the school and demonstrate that media practices can advance beyond a school endogeny, through communicative alternatives more ideological and social (STREET, 2014).

With regard to aspects of language use – another conceptual aspect of the LM –, the news presents significant deviations in relation to the mastery of certain conventions by students from the 6th to 7th grades of elementary school, that is, problematic situations that could no longer be occurring in text productions by subjects in this age group and with this level of education. Since Bonini (2011) defends the union of discursiveness with knowledge of linguistic norms in order to guarantee a successful writing activity within the school, the exercise of textual revision would be a primordial factor to collaborate with the expansion of the multiliteracies of the students involved with the Newspaper Club. From a linguistic point of view, there are issues related to spelling, on which we can highlight the following words in newspaper 1: “fenomeno”, “empresados”, “sairam” (DUTRA, 2018, p. 135).

Although these problems do not make the use of the language unfeasible, as conceptualized by Buckingham (2010) in the discursive field, they denote some spelling problems or a relevant oversight, especially since they are words that are part of the lexical domain of these students. This happens, probably, due to the lack of a more adequate revision and/or due to an unsuitable amount of time on the part of the school's teachers to advise on this writing project. After all, as defended by Antunes (2003), alongside the teaching of reading, writing and orality, grammar – or linguistic analysis – must be considered in Portuguese classes.

As for punctuation, the inappropriate use of a comma between the subject and the predicate can also be configured as a lack of knowledge of a basic rule of standard written

language. In passages such as “O acontecimento ocorrido no dia 20/04/2017, virou um fenomeno...” (DUTRA, 2018, p. 135), it is also possible to perceive the lack of adequacy in the use of accentuation. In another passage, the absence of a comma to separate a temporal adverbial expression leaves it out of place in the following sentence: “Os alunos em frente ao portão arrombaram e quando saíram do corredor, pulavam os muros de saídas” (DUTRA, 2018, p. 135). In addition, it is possible to notice the lack of a full stop when finishing the text in newspaper 1.

There are other aspects that are also relevant and that concern the non-stress of the verb “to have” when it comes to the subject in the plural: “ it is not yet known whether all students of Escola da Imprensa have access to the library ” (DUTRA, 2018, p. 135). In addition, we noticed a break in verbal agreement in: “Até agora existe apenas algumas estantes de livros” in newspaper 2 and the mistaken use of the period in the excerpt “Na feira de ciências que ocorreu no mês de Agosto de 2017. Alunos de escolas vizinhas também participaram fazendo visitas nas salas” in newspaper 3 (DUTRA, 2018, p. 135). These are some examples that stand out, among other occurrences of lesser importance, in relation to linguistic analysis deviations that are present in the three editions of the student newspaper, according to observations from Dutra's research (2018). From these findings on the limited linguistic domain of the members of the Clube do Jornal, what we can point out is that there was no proper textual revision (ANTUNES, 2003) before the publication of these three issues, and, if there was, this did not seem to have been done accompanied by the language professional, being carried out only by the students themselves.

We are not disqualifying the productions of these students for committing these irregularities in the standard norm. When constructing such criticism, we only emphasize that, through the journalistic project, students could jointly expand their discursive and grammatical learning, since they are involved in such unique (POSSENTI, 2002) and effective practices of multiliteracies (ROJO; BARBOSA, 2015).

As for the uses of language, we also analyzed in the news the elements that integrate the concept of discursive genre in Bakhtin (2003): theme, form of composition and style. It has already become evident that the subjects choose, as themes, facts that no longer become so recent at the time of publication of the issues. Some of these texts reveal events of approximately a month before, thus escaping from what usually happens in the analyzed genre, in which the narrations are current and every day, mainly in a world immersed in virtual technologies, which speed up the propagation of events in real time. facts. This is because the

school newspaper has an extensive periodicity space due to the difficulties that these subjects face in achieving each edition, such obstacles being other data from Dutra's research (2018) that will not be expanded in this article. Still in relation to the themes, we emphasize that they disclose subjects related to the school routine, talking about well-placed actions, such as: a panic that occurred in the school environment, the most successful classes in grades, the organization of a library in the corridor and the fair of Sciences (DUTRA, 2018).

Regarding the compositional structure, the four news items lack essential elements of this genre, such as: the subtitle under the headline; the *lead* in the first paragraph; the photographs with the appropriate captions and the short interviews in the body of the text. The texts of the editors of Clube do Jornal, designated by them as news, are close to the narratives collected, in general, in Portuguese language/writing classes in basic education. We would not expect news along the lines of a professional newsroom, since we consider that it is media literacy situated in a school environment, but we expected that, as a raw material of journalism (CEREJA; MAGALHÃES, 2015), the news would have a greater highlighted in each edition and a little more of those rhetorical elements of production. Therefore, regarding the structure of the news, we can associate the media literacy presented by the club with school literacy, referring to Castanheira (2014) when he states that school literacy is situated in reading and writing practices aimed at teaching and learning, therefore genres in this context differ in broader social uses.

As for the style, we observed excerpts that would hardly be in a news item with conventional circulation. However, we consider this practice a creative achievement on the part of the students as they seek to gain greater acceptance from the audience, which is predominantly the student group of the institution. In newspaper 1, for example, we highlighted the following excerpt: “The fear was at the time when they set the buses on fire, and the rumor was that they were going to set the school on fire, as no one wants to have the pleasure of being burned to death, they entered a type of 'school panic” (DUTRA, 2018, p. 135). In order to reach the interlocutor, providing a funny comment that concluded the fact as interesting to the school environment, the students took care to elaborate an excerpt with a stylistic effect of humor.

In newspaper 2, the use of exclamations in the headline of the first news item: “It is confirmed! 6th grade C is the best class in the Press School Ranking!” (DUTRA, 2018, p. 135) clearly denotes an expression of joy when disclosing that the 6th grade class had the best performance within the school community. The use of this linguistic resource reveals that the students intended to draw the readers' attention, especially since the Clube do Jornal was mostly

composed of students from the same class. In another passage of the same news item, at the end of the statement/text, we once again saw the concern to establish an effective interaction with the recipient through the insertion of a question addressed to the readers: “But that was only in the first two months and in the second it could be another class or it could be the 6th year again – C. Which class will it be in?” (DUTRA, 2018, p. 135).

In newspaper 3, the use of three exclamations, in “the fair of Africanities is yet to come!!!” (DUTRA, 2018, p. 135), reveals again how these students have the ability to use expressiveness in a thoughtful way and with defined functionality, which lies in the intention of drawing the attention of their audience. This suggests that, in the production of the newspaper, they could have their literacies even more expanded if they could count on more frequent guidance and monitoring regarding the planning, execution, revision and rewriting of the genres to be published. In this way, the school would be considering “the student as a subject of discourse, bearer of the text, who participates in literacy events, performs practices that depend on the language...” (DENARDIN; MELLO, 2021, p. 11).

Production and Audience

According to the analyzes carried out, we found that, for the production of news, according to Buckingham's LM (2010), Clube do Jornal seeks significant facts within the school environment, being necessary, for this, to choose a special category of members of the group, who are called, by themselves, as information seekers (DUTRA, 2018). We note that the students who exercise this function thus recognize themselves as a social identity in order to promote the practice of writing here under discussion. For this activity, they already demonstrate a certain awareness that the news has the primary function of imparting news in an impartial way, depending on who produces it.

With regard to the four analyzed news items, although the students show some inadequacy regarding media language, still a result of the young age of these writers and the lack of more effective guidance, they correctly use verbs and pronouns in the third person, which maintains the objective language style (in most of the utterance/text). These aspects also make us infer that they target a potential reader and that they act according to the motivations that lead them to choose certain facts to the detriment of many others that occur in the Escola da Imprensa. This is justified, in terms of production, since it encompasses all other aspects: language uses, audience and representation. Therefore, when considering writing any

utterance/text to compose a communicative vehicle support – including the school newspaper in this context –, authors need to think about who they are, as enunciators, and who their readers are, also as language users.

When producing the newspaper, as interactive media, they act in line with their representations, analyzing who their specific audience will be, since, in order to reach them efficiently, they must put into practice language resources, which are both suitable for the genre, in compositional terms, as effective in fulfilling their discursive objectives. In this way, when we look more closely at the news produced by the editors of the aforementioned newspaper, all the aforementioned elements place the writing of the news in the context of the *Escola da Imprensa*, that is, they consider themselves primarily as members of the institution and select the facts that they themselves would like to, at the same time, announce and to read.

This demonstrates the necessary empathy that characterizes the identification between writer and reader, since the newspaper's writers know that the recipient interested in these school events is, primarily, the school student. In this context, they undertake these productions using stylistic forms of the language that can draw the attention of this audience, with which they strongly identify. From this analysis on the productive activity of the news, we confirm the conception that the media literacy of the students in question is essentially school (BALTAR, 2010), even if we can apply the concepts defined by Buckingham (2010).

The explanation for this is due to the fact that *Clube do Jornal*, despite developing a commendable media writing practice, basically circumscribes school themes for the news genre, adapting some aspects of these genres to this context, which could be considered as a focus for intervention pedagogical regarding the students' social and critical literacy. This question represents an obvious limitation of the students, who lead their written creations largely by intuition of what they know about the journalistic sphere.

Now, with emphasis on the conceptual aspect called audience, we verify that both the topics listed in the news and the style of language adopted are motivated by the intended recipient. The news presents facts from the school itself for the general knowledge of this community, seeking a socialization of events through a language that is easy to identify between the newspaper's producers and their peers, that is, the other students. This intention to develop interaction with the interlocutors drives the newspaper's writers to use, for example, certain figurative and humorous expressions that certainly make a lot of sense between them. In addition, they use some punctuation marks that are purposeful, such as the exclamation mark,

in order to attract attention. Therefore, when reading the news, the other students feel represented, since the subjects addressed are part of the school routine.

In this perspective, when representing the audience, they intend to reach in the composition of the news and representing themselves in the interaction with this audience, the members of the Club think of themselves as readers as well. Thus, the selection of themes and the way in which these productions are performed stylistically are directly linked to their position (POSSENTI, 2002) as language users and their claim to reach the represented audience positively. In this way, the approach to the themes – school panic, class performance ranking, school library and Science fair (DUTRA, 2018) – enabled a good dialogue between the club members and its readers, who share the same controversies, satisfactions and dissatisfactions.

However, these events do not exist only in the educational institution. They also concern the community around the school, and, therefore, the newspaper should also approach other social actors, since Buckingham (2010, p. 50) argues that “the audience is the target of the media”. At this point, we envision an excellent moment for pedagogical intervention, even though the students already demonstrate an audience conception and that they think about it, giving importance to interlocution within this journalistic project. What is missing, in our analysis, is for students to receive more effective pedagogical advice, in order to expand the possibilities of the readership of their newspapers.

Final remarks

As we announced, the objective of this text was to analyze the conceptual aspects of media literacy in the news genre of elementary school students' school newspapers. The research was qualitative and carried out in a municipal public school in Fortaleza - CE, taking into account three printed editions of the school newspaper produced during the year 2017. As a result, we verified that the news represents the school experiences and the socioeconomic context of the students. As for language and production, respectively, there are weaknesses in the use of the standard norm and the fact that the news is close to the conventional narratives studied at school. Regarding the audience, we found that the writing is aimed at the school's readers, since the subjects dealt with are part of the institutional routine. In this sense, the analyzed news converge to an endogenous and intuitive media literacy with evident characteristics of school literacy.

It is worth emphasizing that, even limited to the context of schooling, the news has some stylistic effects of language, such as: humor, exclamation points and question marks; which demonstrates the search for effectiveness in the interlocution. The students use a more impersonal and objective language, with the use of verbs and pronouns in the third person of speech, as well as the use of photography – something commonly commonplace in the production of conventional journalistic news. From the perspective of production, the choice of subjects makes it clear that students value writer-reader identification, that is, they choose themes linked to the school context, which they would like to write about as much as they would like to read in the final printed version of the newspaper.

With this, we can conclude that the four conceptual aspects of media literacy in the news genre of Clube do Jornal students are characterized by the values of school culture, requiring an expansion in discursive and linguistic possibilities in relation to critical, social and ideological perspectives. In this direction, and considering the need to expand multiliteracies as well, it is necessary to look more carefully on the part of the institution's pedagogical agents so that Clube do Jornal can transpose what it does based on linguistic and discursive intuition into more conscious actions of media and journalistic writing. It is worth emphasizing that this research does not end here, and there may be a dialogue with new investigations involving the writing of school newspapers and literacies.

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