

TEXTUAL GENDER, MULTILITERACY AND DIGITAL NEWSPAPER PRODUCTION

GÊNEROS TEXTUAIS, MULTILETRAMENTO E PRODUÇÃO DE JORNAL DIGITAL

GÉNERO TEXTUAL, MULTILITERACIÓN Y PRODUCCIÓN DIGITAL DE PERIÓDICOS

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ABSTRACT: This article presents results of an action research, with a qualitative approach, carried out with the objective of encouraging the work with different textual genres of the journalistic sphere in educational practices to encourage reading and the production of texts based on the criticality of students enrolled in the 9th grade elementary school, about the social reality. The result of this work allows us to affirm that the contents, when worked in a contextualized way and articulated to current facts, will give life and meaning to the themes studied in Portuguese Language classes. These aspects are recommended because they can change the results obtained in learning.

KEYWORDS: Portuguese language. Literacy project. Learning.

RESUMO: Este artigo apresenta resultados de uma pesquisa ação, de abordagem qualitativa, realizada com o objetivo de incentivar o trabalho com diferentes gêneros textuais da esfera jornalística em práticas educacionais de incentivo à leitura e à produção de textos a partir da criticidade dos estudantes matriculados no 9º ano do ensino fundamental, acerca da realidade social. O resultado deste trabalho permite afirmar que os conteúdos quando trabalhados de forma contextualizada e articulada aos fatos atuais, darão vida e sentido aos temas estudados nas aulas de Língua Portuguesa. Esses aspectos são recomendados porque poderão mudar os resultados obtidos na aprendizagem.

PALAVRAS-CHAVE: Língua portuguesa. Projeto de letramento. Aprendizagem.

RESUMEN: Este artículo presenta resultados de una investigación acción, con enfoque cualitativo, realizada con el objetivo de incentivar el trabajo con diferentes géneros textuales del ámbito periodístico en prácticas educativas para incentivar la lectura y la producción de textos a partir de la criticidad de los estudiantes matriculados en el 9º grado de primaria,

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sobre la realidad social. El resultado de este trabajo nos permite afirmar que los contenidos, trabajados de forma contextualizada y articulados a la actualidad, darán vida y significado a los contenidos estudiados en las clases de Lengua Portuguesa. Se recomiendan estos aspectos porque pueden cambiar los resultados obtenidos en el aprendizaje.

PALABRAS CLAVE: *Lengua portuguesa. Proyecto de literatura. Aprendiendo.*

Introduction

The manuscript publishes the results of an action-research with a qualitative approach, carried out within the scope of the Postgraduate Program in Letters (Profletras), offered at the Mato Grosso State University (UNEMAT), Campus de Sinop, which had as its object of study, the unfolding of a literacy project, planned from four Didactic Sequences (SD), carried out in a state school in Mato Grosso, with a 9th grade class. The research was approved by the Research Ethics Committee (CEP), of the Mato Grosso State University, according to CAAE: 81913717.9.0000.5166, opinion n. 2,474,720 (2018).

The objective of the research was to publicize possibilities for planning and teaching interventions with textual genres from the journalistic sphere in educational practices to encourage reading and the production of texts based on the criticality of students about social reality. This time, the literacy project developed in Portuguese language classes included activities focused on interaction between those involved, through the use of digital resources that contribute to language learning, in order to provide opportunities for cognitive development and youth protagonism of students.

As highlighted by the National Curriculum Parameters (PCNs) (BRASIL, 1998), school failure, both in elementary and high school, resides in the fact that reading, interpretation and written production are not appropriated. The results shown in external evaluations carried out in public schools in recent years, such as the National Evaluation System for Basic Education (SAEB) and the International Evaluation Program (PISA), confirmed this failure and warned that there are gaps in language teaching Portuguese throughout Brazil.

In this context, the intention arose to develop a literacy project that would use the textual genres of the journalistic sphere, based on the theoretical assumptions that "the newspaper has often been a great ally in the reformulation of some current didactic values" (CAVALCANTI, 1999, p. 42, our translation), and contributes to strengthening education from a perspective of integral formation of students.

The use of the newspaper as a didactic resource will provide students with greater interaction with the world around them by awakening interest in reading and writing texts from social reality. It is also noteworthy that the media exerts a strong influence on people's lives and on society in general, as stated by Cavalcanti (1999, p. 31, our translation), “many even say that the press represents the fourth power and, in reality, this it has foundation, as it guides and resizes the understanding of reality. It is everywhere and what it says seems absolutely true”. Therefore, the newspaper becomes a support for textual genres that can contribute a lot to the teaching work, even because “[...] it is a means of social communication that informs and gives opinions, enabling readers to contact a set of information about world events [...], a great maker of meaning” (LOZZA, 2009, p. 33, our translation).

This time, it is understood that the development of linguistic-discursive competence broadens the critical sense by sensitizing the student regarding the events, as well as allowing the realization of different readings. The production of journalistic textual genres also makes it possible to work in the digital environment from the use of technologies for the production of texts, formatting and handling images. These technological resources, when used properly, can favor reading, creativity and arouse students' interest in seeking information. In turn, when the information is questioned and articulated to real political, sociocultural and economic contexts, it favors the mastery of orality and the development of critical and reflective positions by students.

It is also noteworthy that, when devising a work using journalistic textual genres as a basis for the proposals for pedagogical interventions, it was reflected on how these genres could influence the conceptions of reading, comprehension and text production in Portuguese language classes, by through a work articulated to the events that surround the different social practices in the dynamics of the student's life.

Given the context observed, the choice of the newspaper was justified because it is a support for texts that encompass a great diversity of genres and could provide a reading of the world and a broad view of facts and events present in the social sphere, that is, a reading that goes beyond words, as the newspaper also brings images, colors and figures that allow dynamic and non-linear readings. It is noteworthy that the newspaper is a vehicle of mass communication, its scope goes beyond the interior of the classroom and its use can provide subsidies to expand student learning based on new reading experiences.

It can be observed that the newspaper as an instrument for pedagogical work, allows the student to access different textual genres, a condition that supports the expansion of social and cultural knowledge. With this, it increases the power of reflection and, consequently, the

intellectual capacity and also enables access to new digital technologies by providing opportunities for the handling of images, audio and videos necessary for the construction of texts, which may encourage students to creation and production of materials. Thus, working with the genres present in the newspaper confirms that literacy in the classroom is dynamic and interactive.

This condition allows access to multiple languages and forms of expression, as well as the use of digital technologies that significantly contribute to the citizen formation of the student and their performance as a reader and/or producer of texts. As Lozza (2009, p. 35, our translation) states, “the newspaper is a special commodity, because at the same time it is newsworthy, it also disseminates ideas, values, interpretations through the news that compose it”.

Methodological approach to a study based on the principles of action research

In order to achieve the proposed objectives, action research was carried out (THIOLLENT, 2008, p. 14, our translation) which, based on the qualitative approach in which the analysis of information and recorded episodes, interpreted “how the social actors involved in this process perceive it [...]” (BORTONI-RICARDO, 2008, p. 32). In this sense, it was recorded that during the action-research project carried out, those involved had the opportunity to reflect, discuss and give their opinion on the activities planned and worked on collectively and individually. They also suggested, whenever necessary, the resizing of planned actions.

To develop the necessary steps, the Literacy Project (LP) was adopted, based on Kleiman (1999). The LP was organized into four Didactic Sequences (DS), based on the assumptions of Dolz and Schenewy (2004), since the newspaper produced by the students was composed of different textual genres from this sphere of production.

The field diary was an instrument adopted that made it possible to record observations and other considerations in relation to the pedagogical activities carried out. According to Zabalza's (2004) assumptions, the diary is an important instrument for recording information observed during an intervention process. By sensitizing the educator/researcher to the practice of recording, it encourages them to observe the pedagogical actions worked on in the project, so that the experiences lived in the classroom, the results obtained with the realization of each DS, the successes and failures that occurred in the unfolding of all stages of the action research, were described in detail.

The teaching intervention took place over a period of approximately six months. Four Portuguese language classes were offered twice a week, totaling thirty-three meetings and totaling sixty-six hours of class, plus meetings held in counter shift, which took place according to the needs of corrections and redoing of textual genres worked, as well as the activities carried out in the computer lab and online, which took place from the WhatsApp group created for interactions, activity discussions, topic suggestions, in addition to the emails exchanged at the time of editing and organizing the texts for the publication of the digital newspaper launched as the final product of the project.

Literacy project: a proposal planned from didactic sequences

The project involved twenty-nine students aged between 13 and 14 years old, enrolled in the 9th grade of the morning period, from a public school in the state, from localities close to the school and other neighborhoods in the city.

The development of the action research had as main objective to carry out interventions unfolded from the use of genres in the journalistic sphere, in order to develop reading, interpretation and textual production skills, through the exploration of the diverse genres that make up the newspaper.

The discussion of the analyzes was linked to the field of applied linguistics and had as theoretical foundation the studies of Kleiman (1999; 2005), Rojo (2009; 2012), Marcuschi (2005; 2008), Bakhtin (2003), Bazerman (2006), as well as other authors who dialogue with each other and supported the research.

The work in the classroom was theoretically based on the concepts of planning based on the DS assumptions of Dolz and Schneuwly (2004). This didactic proposition allowed students to know discursive genres that they did not dominate or dominated in an insufficient way and that would hardly have spontaneous access in the classroom. The DS developments allowed them to recognize new language practices, helping them to identify the social function of the various textual genres, present in different social spheres, which enhance the reading and writing skills.

Based on the DS structure, in the project presentation, the teacher describes in detail the activity that students will develop, whether in oral or written mode. Thus, the conversation about the textual genre to be produced will present the communication situation and the production context in which they will be involved, preparing them for the first production of the textual genre to be worked on. This is an important moment in which the teacher must

adopt a methodology suitable for the class, ensuring that their language choices can define the result of the work. As highlighted by Dolz and Schneuwly (2004, p. 97, our translation):

The schoolwork carried out, evidently, unfolds from genres that students do not yet master, or do so insufficiently; about those hardly accessible, spontaneously, by most students; and on public and non-private genres [...]. Thus, the didactic sequences serve, therefore, to give students access to language practices that are new or difficult to master.

According to the authors, a satisfactory school activity will be considered one that is based on studies of textual genres. As Bakhtin (2003, p. 301, our translation) states, “[...] to speak, we always use speech genres, in other words, all our utterances have a standard and relatively stable way of structuring a whole”.

Therefore, it is necessary to consider that the activities proposed in the classroom based on genres contribute to the development of textual competence of students, as they provide them with the opportunity to expand their knowledge not only through the observation of the characteristics present in each genre, as well as from the interpretation of facts, the dissemination of opinions, as well as reflection on current issues. With this, they will be able to develop their reading and writing skills, as protagonists of their oral or written production work.

Based on these considerations, with the support of the literacy project, four DS were planned, which were worked with the objective of providing students with conditions to elaborate different textual genres that make up the journalistic sphere, and, with this, produce enough material to the organization of the school's first digital newspaper.³

To begin with: presenting the situation

Initially, there was an interactive conversation with the class about the printed newspaper and the purposes of carrying out the pedagogical intervention project with that class of students. For the initial actions that encompassed six classes, theoretical assumptions by Freire (1996) were taken as a basis, which value dialogue as a form of interaction between students and teachers so that the student perceives himself as a subject in the construction of his knowledge, while the teacher privileges their autonomy with a view to conducting learning as a social process.

³ The integral plans of the 4 DS, as well as their consequences. Available: https://drive.google.com/file/d/1ApbGx5cwISGILJEIRy4lwFYx2_aK1wrP/view. Access: 16 Feb. 2021.

For the first meeting, a round of conversation was organized, allowing students to clarify their doubts about the project, and making room for the teacher to get to know the reality of the class better. It was observed that a significant number of students had few reading habits in general and, related to reading genres in the journalistic sphere, said they did not read, and most had never seen a copy of a newspaper.

Although the PCNs (BRASIL, 1998, p. 54) emphasize that "a competent reader is someone who understands what he reads" and suggest readings through newspapers, magazines, family photos, they emphasize the importance of reading images once that these, in addition to being texts, are composed as a significant unit. They also suggest that the teacher develop reading practices with texts of various genres, but prioritize those that circulate socially, unfortunately, in the classroom, the textbook has been basically the only material used in reading classes.

However, for better results to be achieved in the formation of proficient readers, planning is oriented to give students the opportunity to read diversified texts, which can contribute to the formation of the reader's repertoire regarding the diversity of genres, linguistic resources, textual organization. In order to get students to read often and help them to enjoy reading, the teacher needs to show them that reading can be both enjoyable and useful. Learning to read and write begins with literacy and is configured or should be configured as a constant and motivating process. In this process, it is essential that classes provide access to materials that make the exercise of reading a significant practice.

However, the challenge of contemporary school is to provide students with creative reading and writing practices, awakening their curiosity and taste, but what often happens is that the act of reading is imposed as a mandatory activity, performed in voice high with the sole purpose of fulfilling a pedagogical activity. Faced with this reality, Lerner (2002, p. 17) states that "to form all students as practitioners of written culture, it is necessary to conceptualize the teaching object and build it taking as a fundamental reference the social practices of reading and writing."

In the second moment, the students were directed to the computer lab, where they watched the video entitled "The technological evolution of journalism in Brazil"⁴. After the film was shown, they returned to the classroom and received printed copies of the newspaper "A Gazeta de Cuiabá" from the teacher. The material was obtained through a donation, since in the municipality there were no subscribers to this or any other printed newspaper. It is

⁴ Available <https://www.youtube.com/watch>. Access: 08 Mar. 2018.

noteworthy, however, that making copies of printed newspapers available to students is an important prerogative when working with textual genres in the journalistic sphere, since:

Offer the newspaper as a whole: make sure that students have the whole newspaper in their hands. Even if we “need” only a part of it to debate/study a subject in the classroom, students must have the opportunity to know from which part that journalistic material was taken (editorial, pages, etc.) (LOZZA, 2009, p. 59).

The activity continued by distributing copies of the newspaper to all students, oriented to observe all the material, leaf through, explore and read only what was of interest to each one, without a previously established script. The students were excited and surprised by so many colors and images, as well as the amount of texts, of different genres, with different social functions, in a single support.

In the next class, the work was resumed from the redistribution of the copies of the newspaper and, this time, the reading was conducted, exploring the notebooks, guiding the students to carefully observe the images and their relationship with the text, exploring the cover of the newspaper and its layout. The teacher highlighted the way the subjects are approached, considering the degree of relevance, intentionality, and other typical aspects of the newspaper. The exploration of these aspects made it possible to highlight some characteristics of the genres, as Alves Filho (2011, p. 31, our translation) states, “learning genres can be a way of learning to make responsible and deliberate choices between existing possibilities of combining form, content and values expressed”.

In the next class, the students were taken to the computer lab, for a visit to the website of the Newspaper A Gazeta Digital⁵. The page was projected onto the screen through the multimedia projector. Although the initial orientation was that each group of at most three students would use a computer to visit the website and explore the newspaper in the desired way, it was not possible because the computer lab has only three computers in operation and in the class there were, on that day, twenty-eight students, it was still possible to explore the site and dialogue about the differences and similarities between the digital newspaper and the printed newspaper.

Reading and browsing websites, blogs and various social networks are some of the possibilities for working with texts in the digital environment. Exploring its potential and usability means considering not only the way to organize the verbal speeches, but also the icons, the interface structure, the layout, among other aspects (COSCARRELLI, 2016, p. 25, our translation).

⁵ Available: www.gazetadigital.com.br. Access: 08 Mar. 2018.

In the following meeting, work was resumed with the concept of textual genres and, again, with the copies of the printed newspaper in hand, discussions began on the genres that would make up the school newspaper. The teacher asked them to suggest the genres they believed to be relevant to the class's work and to justify their choice. The news genre was the first to be suggested, this choice was important, because “[...] news is one of the genres to which people are more intensely exposed [...]. [...] they come to us without “asking permission” and, [...] show themselves to us as if calling to be read” (ALVES FILHO, 2011, p. 90, our translation).

Later, the teacher problematized the importance of the student expressing what he/she thinks about the world around him and the daily issues of the school and the community. Thus, through the teacher's dialogue and argumentation, students understand the importance of opinion texts, such as the reader's letter and opinion article, being part of a school newspaper.

To complete this stage of gender choices, the importance of the newspaper opening space for the presence of people from Rio Claro society who stand out as citizens engaged in making the community better, whether in their professions or social actions, was discussed. Thus, the journalistic interview was chosen as another relevant genre for the school newspaper. The work with this genre stood out considering that “the interview, in its different applications, is a technique of social interaction, of informative interpenetration, thus breaking group, individual, social isolations; it can also serve the pluralization of voices and the democratic distribution of information” (MEDINA, 1990, p. 08, our translation).

When completing the first phase of the work to choose the textual genres that would make up the school newspaper, it was observed that this stage was extremely important for students to realize the relevance that each textual genre presented in the context of producing a newspaper and understand the contribution that access to texts of different genres can bring to the learning process inside and outside the school.

After the students had chosen the textual genres, the teacher planned the 4 DS and developed them in the 9th grade class, as shown in tables 1, 2, 3 and 4.

Table 1 – DS 1-News

| TEACHING SEQUENCE 1 – NEWS |
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| CLASS HOURS: 08 hours class |
| OBJECTIVES: Present the textual genre news, its structural aspects, the language used and the relevance of this genre for the society of readers. As well as dealing with intentionality issues when producing news, the importance of images and the choice of title for the text. |
| INITIAL SITUATION: |

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| <ul style="list-style-type: none"> ➤ Raise questions in the classroom about issues that could become news at the school where they study and how they would approach the topics presented (with much or little emphasis, highlighting which aspects etc.). ➤ Write down the suggested topics on the board; ➤ Ask what kind of newspaper would report that fact. |
| <p><u>INITIAL PRODUCTION:</u></p> <ul style="list-style-type: none"> ➤ Ask the students, sitting in pairs, to choose a topic that is noted on the board and to produce, in a very objective way, a news item, highlighting what they want. ➤ Collect the texts and make corrections, highlighting the issues of language choice, text title, objectivity of information and other linguistic issues. |
| <p><u>MODULE I:</u></p> <ul style="list-style-type: none"> ➤ Take the news section of A Gazeta Newspaper to the classroom and ask each pair to choose a news item and highlight what is common from it: title, text structure, information etc.; and write it down in the notebook. ➤ Talk to the class about the structural aspects common to all news and that cannot be missed when it comes to this textual genre: Where? Like? When? Why? Who? ➤ Highlight the importance of a good title, the lead that introduces the subject to the reader and the fine line; ➤ Emphasize the language used by the journalist and what he intends to highlight in his text, intentionality. |
| <p><u>MODULE II:</u></p> <ul style="list-style-type: none"> ➤ Using the multimedia projector, present three images taken from news on the internet and ask each pair to choose an image and produce a news story, based on the characteristics already worked on about the news genre; ➤ Proposal for news production to be presented in the classroom in the next class. |
| <p><u>MODULE III:</u></p> <ul style="list-style-type: none"> ➤ With the aid of the multimedia projector, each pair will present their news to the classroom; ➤ After the presentations are finished, the teacher will show the students the three original news items that accompanied the images taken from the internet; ➤ Discuss the power of images and the amount of guesswork we can have on a single image, depending on who is looking at it, the importance of the text title and the fine line. |
| <p><u>FINAL PRODUCT:</u></p> <ul style="list-style-type: none"> ➤ Deliver the news produced at the beginning of DS and ask each pair to observe the aspects that are flawed and redo their texts now following the structural script of a news story. |

Source: Devised by the authors

Table 2 – DS 2 – Reader's Letters

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| <p>DIDACTIC SEQUENCE 2 – Reader's Letters</p> <p>CLASS HOURS: 06 hours/class</p> <p>OBJECTIVES: Show students that they can carry out social actions through readers' letters, by expressing their opinion in the face of public facts and of collective interest, they can praise, give suggestions and show that their voice can be heard even in the major media outlets, far from the reality in which they live: such as magazines, newspapers, websites etc..</p> |
| <p><u>INITIAL SITUATION:</u></p> <ul style="list-style-type: none"> ➤ Initiate a dialogue in the classroom in order to explain to students the importance of reader's letters for the interaction between the reader and the mass media. ➤ Raise questions about issues related to the school environment that students would like to have the opportunity to give their opinion, question, criticize or suggest. ➤ Organize topics on the board related to topics suggested by students. |
| <p><u>INITIAL PRODUCTION:</u></p> <ul style="list-style-type: none"> ➤ Organize the classroom into pairs of students and suggest that each pair choose a theme and produce a reader's letter for the school's management, for later exposure on a mural placed in the courtyard, entitled "Student's Space". |
| <p><u>MODULE I:</u></p> <ul style="list-style-type: none"> ➤ To present, through the multimedia projector, the letters produced by the students in the previous class in order to provoke them as to the arguments used and how to defend their point of view; |

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| <ul style="list-style-type: none"> ➤ Point out the flawed arguments and the absence of argumentative operators; ➤ Highlight the lack of an interesting and catchy title. ➤ Present a list of argumentative operators and talk about the structure of the texts. ➤ Propose activity of redoing. |
| <p>MODULE II:</p> <ul style="list-style-type: none"> ➤ Read a reader's letter from a reputable magazine, highlighting its intention to the room when producing a reader's letter; ➤ Interpret and discuss the text presented; ➤ Create a mural for the display of texts in the school yard. |
| <p>MODULE III:</p> <ul style="list-style-type: none"> ➤ Research topics in the community that could become reader letters; ➤ Analyze the argumentative focus of each theme and produce a letter addressed to the body responsible for the matter in our city: health, education, city hall, etc. |
| <p>FINAL PRODUCTION:</p> <ul style="list-style-type: none"> ➤ Propose the production of two readers' letters: one focusing on a review and the other on a compliment to something of public and collective interest in the city; ➤ Type the text and send it in the teacher's email madajusc@gmail.com; ➤ Edit image accompanying text. |

Source: Devised by the authors

Table 3 – DS 3 – Opinion article

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| <p align="center">DIDACTIC SEQUENCE 3 - Opinion Article</p> <p>CLASS HOURS: 08 hours class</p> <p>OBJECTIVES: Working with students the ability to take a critical and coherent position on issues that circulate in society that require the citizen to take a stand, as well as the ability to structure opinion texts in a clear and objective manner, with well-founded arguments.</p> |
| <p>INITIAL SITUATION:</p> <ul style="list-style-type: none"> ➤ Reading in pairs of the Opinion section of the newspaper A Gazeta de Cuiabá; ➤ Each pair will choose a text and read it to the class; ➤ Highlight the way in which the authors position themselves towards each topic presented by the students at the time of reading. |
| <p>INITIAL PRODUCTION:</p> <ul style="list-style-type: none"> ➤ Text production proposal, theme: "The role of the internet in communication between people". ➤ Guidelines: the text must have at least three paragraphs and be written in 3rd person. |
| <p>MODULE I:</p> <ul style="list-style-type: none"> ➤ Organize pairs of students who will receive a copy of the newspaper A Gazeta de Cuiabá, choose a text and highlight in it: the arguments, thesis and the point of view defended by the author; ➤ Analyze the link between the title of the text and the content presented and understand the importance of choosing the title for opinion texts. ➤ Discuss aspects related to argumentation and text structuring. |
| <p>MODULE II:</p> <ul style="list-style-type: none"> ➤ Reading of the Opinion Article titled: Snapchat Dysmorphia, extracted from the newspaper A Gazeta Digital. ➤ Interpretation and Analysis of the text: structure, author's position, language used, argumentative operators; |
| <p>MODULE III:</p> <ul style="list-style-type: none"> ➤ Survey of themes of collective interest present in Rio Claro society; ➤ In groups, organize arguments and counterarguments on the topics suggested for further debate in the classroom. |
| <p>MODULE IV:</p> <ul style="list-style-type: none"> ➤ Debate on the themes of the previous class; ➤ Proposal for collective production of opinion articles. |
| <p>MODULE V:</p> <ul style="list-style-type: none"> ➤ Collective reworking of two texts chosen by the teacher using a multimedia projector; ➤ Emphasis on aspects related to argumentation, absence of argumentative operators and |

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| structuring of paragraphs. |
| MODULE VI: |
| <ul style="list-style-type: none"> ➤ I work with google thesaurus using cell phones in the classroom, focusing on lexical variation; ➤ Proposed reworking of texts based on a query in the thesaurus. |
| FINAL PRODUCTION: |
| <ul style="list-style-type: none"> ➤ Proposal for reworking the text: “The role of the internet in communication between people”. ➤ Typing and sending in e-mail: madajusc@gmail.com |

Source: Devised by the authors

Table 4 – DS 4 – Journalistic Interview

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| DIDACTIC SEQUENCE 4 – Journalistic Interview |
| CLASS HOURS: 08 hours class |
| OBJECTIVES: Enable the participation of influential people in the community in Jornal Digital editions. Get to know the personal and/or professional experiences of some personalities from Rio Claro as well as work with oral language, dialogic interaction and retextualization activities, which are important in the process of teaching and learning Portuguese. |
| INITIAL SITUATION: |
| <ul style="list-style-type: none"> ➤ Dialogue with the class about the importance of journalistic interviews in the mass media; ➤ Ask for suggestions from personalities of Rio Claro who could be interviewed by the school's newspaper team; ➤ focus of the interview with the person suggested. |
| INITIAL PRODUCTION: |
| <ul style="list-style-type: none"> ➤ Choose among the name suggestions a person to be interviewed by Jornal Digital; ➤ Organize pairs and propose that each pair produce two questions to be addressed to the respondent; |
| MODULE I: |
| <ul style="list-style-type: none"> ➤ Read an interview with cartoonist Laerte conducted by Folha de São Paulo newspaper, available in the textbook Projeto Teláris – 9th year, p. 166; ➤ Interpret the interview, discuss the focus of the questions, the language used and the communicative situation; ➤ Work on aspects related to the retextualization of interviews |
| MODULE II: |
| <ul style="list-style-type: none"> ➤ Organized in groups, the students chose a personality from Rio Claro for an alleged interview; ➤ Preparation of questions and highlighting the focus of the interview: personal, professional etc. |
| MODULE III: |
| <ul style="list-style-type: none"> ➤ Surprise interview with professor Edson Douglas da Silva; ➤ Work with audio, video recording. |
| MODULE IV: |
| <ul style="list-style-type: none"> ➤ Collective retextualization of the teacher's responses through the use of a multimedia projector; ➤ Typing and editing the images to organize the interview that would be published in the first edition of the school's digital newspaper. |
| MODULE V: |
| <ul style="list-style-type: none"> ➤ Conducting the interviews produced in the classroom by groups of students; ➤ Retextualization activities in after-school hours; |
| FINAL PRODUCTION: |
| <ul style="list-style-type: none"> ➤ Typing and editing images to organize the interviews of each group. ➤ Sending the completed interviews to the teacher's email: madajusc@gmail.com |

Source: Devised by the authors

Final considerations

The results achieved brought theoretical-methodological contributions that could help other professionals who are interested in using textual genres from the journalistic sphere as a pedagogical tool, as it was observed throughout the activities that the students engaged and promoted in the classroom discussions about real and present issues, not only in the school environment, but also in their community, and, with this, they demonstrated criticality and reflexivity regarding the different approaches provided by each subject discussed.

The results of the unfolding of this research-action, reiterated that the textual genres in the journalistic sphere greatly contribute to working the contents of the Portuguese language, with a view to implementing pedagogical propositions centered on a dialogical, democratic and critical perspective. In other words, the newspaper can and should be explored in the classroom with a view to curricular updating and authenticity. As Cortella *apud* Silva (2007, p. 20, our translation) states, “The newspaper is a tool that has immense power in making the invitation for people to navigate the present and thus be able to walk in the past historical process and also travel towards to desire and, therefore, to the future”

It is noteworthy that all the steps performed were necessary for the preparation of the final product. In addition, these steps contributed to awakening students' interest in reading, as well as in researching current issues that could be part of the newspaper. By interviewing people, seeking information, investigating facts and bringing to the classroom possibilities of textual productions that meet some of the needs of potential readers, the learning process gained life and meaning, fundamental conditions for the involvement of students.

The carrying out of the activities brought information, reflection and entertainment to students and the school community. Thus, it reaffirmed the theoretical assumptions defended by Kleiman (1999, p. 383, our translation) that “Literacy projects require a pedagogical movement that goes from social practice to 'content' (be it information on a topic, a rule, a strategy or procedure), never the other way round”.

The production process of the digital newspaper helped not only in the performance and improvement of students' reading and writing skills, but also sensitized and awakened their critical sense, as the activities carried out to collect information, textual productions of different genres, and presentation graphics of materials, editing of images, typing and sending texts provided opportunities for the use of theoretical concepts learned in the classroom. These activities brought to the school practices that students perform outside of it as teenagers who are always connected to the internet, have the habit of dealing with technologies, and

using them in their school activities, so it was pleasurable and meaningful for them. Thus, multiliterate practices enabled the protagonism and the development of critical attitudes towards the social context.

Thus, the activities carried out promoted the computer lab as part of the language learning process. For Coscarelli (2012, p. 21, our translation) this space requires both the appropriation of technologies, “[...] and the development of skills to produce associations and understandings in multimedia spaces”, and this was one of the characteristics of the pedagogical actions carried out.

The interest in reading and writing gradually increased during all stages of this action/intervention research, from the moment the students understood that all the texts that would make up the newspaper would be based on themes extracted from their daily lives and that the articles portray the reality of the school and the community. In this regard, it is argued that:

If we want our students to want to pay attention to texts and want to make sense of them, we need to awaken their interest in the texts. Only after having evoked in them, the mechanisms of make-meaning, will they be able to work the skills and techniques that will give precision and depth to their readings. (BAZERMAN, 2006, p. 46, our translation).

However, during the unfolding of the planned actions, some difficulties were registered, such as, for example, the number of machines available in the school's computer lab, in addition to not being enough for all students, were outdated, which made it difficult to use. In addition, at this school, internet access was not allowed on all machines. This problem was partially overcome with the use of cell phones and notebooks by the students themselves, who carried out the online activities during extra-class hours and sent them to the teacher for corrections and notes. In this way, many activities were carried out. These activities provoked interaction and involvement of the team that, with a lot of effort, interest and dedication, strove so that the objectives proposed in each DS worked were achieved.

It is important to make it clear that technologies alone will not solve Portuguese language learning problems. However, these resources, associated and articulated with well-planned interventions, may awaken students' interest in reading and writing. The contents, when worked in a contextualized way and articulated to current and real facts, will certainly give life and meaning to the themes studied in class and will result in better student learning.

Therefore, it is necessary that the teacher fulfills their social function not only of working knowledge in the classroom, but of being a literacy agent, considering the profile of

the students involved in the process and how it can be significant to achieve certain goals in that specific context, not least because:

[...] literacies are social and cultural practices that have specific meanings and specific purposes within a social group, help to maintain group cohesion and identity, are learned in collective events for the use of reading and writing, and that is why they are different in different sociocultural contexts (BUZATO, 2016, p. 5, our translation).

Regarding the development of planned actions, it was analyzed that in a work that aims to lead the student to be a protagonist in the learning process, it is essential that he participate in all stages, especially in the preparation of the planning. The fact that the planning of actions, which culminated in the publication of a digital school newspaper, was developed in a collaborative way, was the first step that involved the students to take responsibility for the result of this work.

It is important to reiterate the fact that, in school activities in general, specifically in the issue of working with reading and text production, it is necessary to consider the student's involvement in the process and not their participation as a mere supporting role, that it only contemplates something that cannot and must not interfere. This observation is justified by the fact that active participation enables decision-making, given the actions, as well as commitments made with the class and the teacher with the results achieved at the end of the work.

Another aspect that deserves to be highlighted refers to the classes that took place outside the school space. With these classes, students conduct interviews with community residents and research current facts to compose the first issue of the newspaper published on the school's website. The inclusion of these activities allowed students to think about the uses of language beyond the school walls and provided opportunities for reflections on the need to have a critical view and knowledge of the world so that one can be the protagonist of their ideas.

To finalize these reflections, the importance of providing moments of interaction and affection with students is highlighted, given that this approach allows the planned activities to result in the learning of Portuguese language or any other discipline. Since a learning environment based on partnership, attention and personal valuation can generate significant gains and allow the initial project of the teacher to be adopted by everyone involved not by imposition of the teacher, but by the commitment made by everyone.

In this sense, it is apprehended that teaching interventions, based on the theoretical perspective of multiliteracies, planned through a literacy project and DS bring dynamism to the formal schooling process, as it enables the involvement and effective participation of students. These demand initiative and goodwill from the teacher, who also needs the support of the school community and management team. The first step is to involve students, as with their support, obstacles that arise will be easier to overcome.

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