

What the eyes don't read, society feels: the critical reading of news reports in classrooms / *O que os olhos não leem a sociedade sente: a leitura crítica do gênero notícia em sala de aula*

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ABSTRACT

This article proposes a reading activity (MATTOS, 2011; BRASIL, 1996; BRASIL, 2018) to be done in classrooms based on the concept of critical reading (FREIRE, 1989; CASSANY, 2004, 2012; ROVIRA, 2009). The motivations guiding this study derive from the recent study by Cruz and Martiniak (2018) on reading in the Brazilian Basic Education, in which the mapping of academic works dealing with this subject points to high rates of deficiency of this competence. The conclusion is that the negative indicators primarily relate to the reflexes generated by reading comprehension exercises that are restricted to the surface of the texts worked during the Portuguese language classes. Hence the need to propose activities that go beyond the materiality of these texts. To this end, we chose informative texts from the journalistic genre, specifically news reports, to be worked with the participation of elementary school students, enrolled in the eighth and ninth grades. Based on the theoretical contribution of Discourse Analysis (ORLANDI, 1999; CHARAUDEAU, 2013; EMEDIATO, 2013), we aim to work mechanisms of textual comprehension discussed in this theory that may lead teachers to explore the argumentative dimension (AMOSSY, 2006, 2011; CHARAUDEAU, 2013) present in texts of the news report genre. By doing so, we hope to contribute with language teachers to accomplish the effective and critical reading of news reports in classrooms and to reflect on the importance of this approach in trying to mitigate the lack of reading competence which has been made evident.

KEYWORDS: Literacy; Critical reading; Discourse analysis; News report; Basic education.

RESUMO

O presente artigo tem como objetivo apresentar uma proposta de trabalho para a leitura de textos (MATTOS, 2011; BRASIL, 1996; BRASIL, 2018) em sala de aula que se pautem no conceito de leitura crítica (FREIRE, 1989; CASSANY, 2004, 2012; ROVIRA, 2009). As motivações que guiam este estudo partem da recente pesquisa de Cruz e Martiniak (2018) sobre a leitura na Educação Básica brasileira, em que um mapeamento de trabalhos acadêmicos que tratam esse assunto aponta altos índices de deficiência sobre esta habilidade. Como constatação, pode-se perceber que os indicadores negativos se relacionam, sobretudo, aos reflexos gerados por exercícios de compreensão da leitura que se restringem

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à superfície dos textos trabalhados ao longo das aulas de língua portuguesa. Por isso a necessidade de se propor atividades que vão além da materialidade desses textos. Escolhemos, assim, textos informativos da esfera jornalística, especificamente o gênero notícia, para serem trabalhados com alunos do Ensino Fundamental II, do oitavo e do nono anos. Com aporte teórico da Análise do Discurso (ORLANDI, 1999; CHARAUDEAU, 2013; EMEDIATO, 2013), buscamos trabalhar mecanismos de compreensão textual discutidos nessa teoria que conduzam o professor a explorar a dimensão argumentativa (AMOSSY, 2006, 2011; CHARAUDEAU, 2013) presente no texto do gênero notícia. Dessa maneira, esperamos contribuir com docentes do campo das linguagens para um efetivo trabalho da leitura crítica de notícias em sala de aula, além de refletir sobre a importância de referida abordagem na tentativa de amenizar a deficiência de leitura por ora comprovada.

PALAVRAS-CHAVE: Letramento; Leitura crítica; Análise do Discurso; Notícias; Educação básica.

1 Introduction

Reading texts in the classroom at different educational levels remains a challenging task in the teaching-learning process in Brazilian education. As students, we are continually confronted with academic situations that require the appreciation of increasingly complex texts, whose understanding forces us to reread the same fragment repeatedly. As teachers, we realize the comprehension limitations on the level of textuality by students.

The search for textual clarity should be continuously encouraged by us teachers, through the various textual genres that comprise people's daily lives, such as social network posts, e-mails, edicts, medicine leaflets, academic papers, among others. However, different genres show different degrees of reading complexity. A note apparently brings a simpler and more straightforward message than a provisional measure. However, as Cassany (2004) points out, in each reading act one needs to consider not only what is exposed in the text, but also the purposes for which the texts are written, as well as the motivations for their linguistic production. Still according to the author (2004), although these different cognitive operations must be considered, one cannot safely state that all readers carry them out in every reading act.

Philosophers such as the followers of the Frankfurt School critical theory, which has Horkheimer (1932) as its precursor, have identified that the understanding of phenomena marking reality must start from the apprehension of factors that are beyond what is explicitly presented to individuals. In other words, to understand reality and the world around us, we must think beyond what is shown to us. The same goes for reading:

to understand the various genres circulating socially, we must read beyond their visible lines; that is, we need a more in-depth reading that goes beyond the surface of texts.

To understand where the exercise of reading between the lines begins, it is necessary to perform the gradation of the concepts that support this discussion, namely literacy, critical literacy, and critical reading. Soares (1999) defines literacy as the condition or state of those who make social use of reading and writing practices. In this sense, an individual may not have the ability to write and read texts, that is, to be illiterate, but still be able to make social use of writing and reading, by dictating letters/recipes to someone, or asking people to read recipes, letters, advertisements, as well as other textual genres related to one's everyday life. This, in turn, solves any social demand that these individuals may have. From this perspective, we consider that such a citizen is somewhat literate.

In turn, according to the definitions of Duboc (2012), critical literacy refers to

the development of abilities that enable citizens to read the institutional and social practices critically by acknowledging the situated and social text and language construction through the understanding of their sources, purposes, interests, and production conditions (DUBOC, 2012, p. 83).

The High School Curriculum Guidelines and Framework, OCEM (BRASIL, 2006), in distinguishing critical literacy from critical reading, highlight that while the former focuses on the development of critical awareness, the latter refers to the development of high levels of textual understanding and interpretation.

Following a path converging with the exercise of reading in its critical character, Charaudeau (2013) highlights that

understanding is a cognitive mechanism that depends on the subject's ability to produce interpretative inferences through a game of relations between what is said and his knowledge (knowledge, opinions, beliefs, and appreciations) (CHARAUDEAU, 2013, p. 84).

In Brazil, Paulo Freire was the pioneer of expansive thinking in schools, and his educational theories meet this critical approach in working with reading competence in the classroom. The author explains, as highlighted in the following passage, the relationship between this saying and its knowledge, as Charaudeau points out, deriving from the relationship between the reading of words and the reading of the world:

Reading the word is not only preceded by reading the world but by a particular way of ‘writing’ or ‘rewriting’ it; that is, of transforming it through our conscious practice. [...] For instance, the word brick would fit into the pictorial representation of a group of bricklayers building a house. However, prior to delivering the oral speech of the popular groups to them, in written form, for their apprehension process rather than their mechanical memorization, we used to challenge literacy learners with a set of coded situations, and their critical perception of what culture is resulted from such decoding or “reading”, through the understanding of the human practice or work, which can transform the world. Essentially, this set of representations of concrete situations allowed popular groups to “read from a previous reading” of the world, before reading the words. This more critical reading of the previous (and less critical) reading of the world allowed popular groups, sometimes standing in a fatalistic position in the face of injustice, to achieve a different understanding of their indigence. It is in this sense that the critical reading of reality, whether taking place in the literacy process or not and especially associated with clearly political practices of mobilization and organization, can constitute an instrument for what Gramsci called “counter-hegemonic action.” (FREIRE, 1989, p. 13-14)

Under current Brazilian law, the National Education Bases and Guidelines Law (LDB, Law No. 9.394/1996) provides, in article 32, specifically in items I and II, the mastery of reading as a component for the formation of citizens:

Elementary education, with a minimum duration of eight years, shall be compulsory and free in the public-school system and aims at the basic education of citizens through:

I – the development of the ability to learn, having as primary means the full mastery of reading, writing, and calculation.

II – the understanding of the natural and social environment, the political system, technology, the arts, and the values on which society is based; (BRASIL, 1996)

However, although official documents guide the pedagogical practices for the exercise of reading in classrooms, the didactic strategies adopted for this purpose are far from such guidelines.

In the recent mapping of studies addressing the teaching of reading in Brazilian Basic Education, Cruz and Martiniak (2018) revealed a high rate of deficiency in this ability, through a monitoring process of Basic Education evaluation policies carried out by the Ministry of Education (MEC), such as the Basic Education Assessment System (SAEB) and exams such as *Provinha Brasil*:

External evaluations have shown poor levels of student performance in reading, writing, and text interpretation tests, revealing the existence of contingents of illiterate or semi-literate students even after years of education in the school system (CRUZ; MARTINIÁK, 2018, p. 76).

According to the authors, the uncritical didactic position practiced in the teaching of this competence is not caused by the absence of public policies for basic education focused on reading, but rather by the theoretical understanding provided for by the document governing the National Pact for Literacy at the Right Age (PNAIC), created in 2013 and based on the Literacy at the Right Age Program (PAIC). For Cruz and Martiniak (2018), it is the interpretation of this document that can render the effectively critical reading practices unfeasible:

The PNAIC guidelines on reading provide an approach to the conception of literacy as a decipherment of the written code, whose unsatisfactory results do not guarantee the student-reader's formation. It is not enough to teach students how to decode and work with texts that do not match those circulating outside the school environment. Therefore, the desire to learn how to read in school is not cultivated in students. From a more enunciative perspective, the need to present a varied array of texts is highlighted. Therefore, the teacher's task is to perform the mediation process so that students acquire the modes of reading, which are not related to the automatic identification of graphemes and their corresponding sounds whatsoever (CRUZ; MARTINIÁK, 2018, p. 78. [Emphasis added]).

According to the analysis of these scholars, it is necessary to review the PNAIC normative document, in order to contribute to a more effective reading practice in the classroom, aiming, in turn, to improve the current reading competence performance in Brazilian basic education as evaluated through quality assessment exams.

Given this scenario and wishing to enable educators with a critical reading approach in their school contexts, we propose a set of activities to meet this goal. For their realization, we suggested adopting informative texts from the journalistic genre, limiting the scope of the corpus to news reports. This choice was motivated by two reasons: (1) The news report belong to the scope of journalistic-media, specified in the current National Common Curriculum Base (BNCC) in force (BRASIL, 2018) for the

final years of Elementary School¹ – whose students comprise the target audience of this work – when the following language practices are performed:

[...] the organization of language practices (text reading, text production, orality, and linguistic/semiotic analysis) into fields of knowledge points to the importance of the contextualization of school knowledge, to the idea that these practices derive from social life situations and, at the same time, need to be placed in meaningful contexts for students (BRASIL, 2018, p. 84).

Fig. 1: Fields of knowledge

Anos iniciais	Anos finais
Campo da vida cotidiana	
Campo artístico-literário	Campo artístico-literário
Campo das práticas de estudo e pesquisa	Campo das práticas de estudo e pesquisa
Campo da vida pública	Campo jornalístico-midiático
	Campo de atuação na vida pública

Source: (BNCC – BRASIL, 2018, p. 84)

(2) The apparent objectivity of the news reports in question, as the linguistic, discursive and semiotic choices that support the narration of facts in this genre may offer signs that evidence directions which, in turn, point to certain meanings to be apprehended in the act of reading.

Therefore, we hope to exemplify, through the activity proposal, a way to lead students to reflect beyond the materiality of the text presented, building the text meanings together² with them.

In the following section, we will explain the methodological path of this study.

2 Methodology

This is a descriptive qualitative study (FLICK, 2009) organized into four sections. In the first one, we present the problem of teaching reading abilities in the

¹ Eighth and ninth grades.

² The meanings constructed together with the student are, in this case, possible interpretations that the texts allow, but not a glance that has as its sole source the subjectivity of the learner, not relaying on argumentative support present in the texts.

school context, supported by the opposition of the guidelines and documents that guide this pedagogical practice in the scope of basic education (BRASIL, 1996; 2006; 2018), with recent results derived from a monitoring process of basic education evaluation policies carried out by the Ministry of Education (MEC). In the second section, we present a bibliographical survey addressing the main concepts worked by Discourse analysis (CHARAUDEAU, 2013; EMEDIATO, 2013, ORLANDI, 1999; AMOSSY, 2011), the Pedagogy of Multiliteracies (COPE; KALANTZIS, 2000; KALANTZIS; COPE, 2012; DIAS, 2015, 2018), and the didactic-pedagogical perspectives that support critical reading (MATTOS, 2011; CASSANY, 2004; FREIRE, 1989), so as to offer a theoretical framework to the approach proposed to languages teachers in basic education. In the third section, we present a reading comprehension activity proposal, exemplifying how this skill can be worked in the classroom from the perspective of critical reading, based on informative texts of the news report genre. Finally, in the last section we make remarks to reinforce the relevance of a critical approach to teaching reading competence in the classroom.

Once the corpus of this study was delimited, we proceeded to the selection of the media outlet circulating these news reports. Among the many sources disseminating them, we focused on electronic newspapers that made their content fully available. Therefore, we included the link to the material used in this paper for future consultation. Among the electronic newspapers, we selected “Metro” for two reasons: (1) it is free and does not require a subscription to access its full content; and (2) it circulates in several Brazilian regions, as well as other countries.

As for the choice of the news reports, we opted for those whose theme is of broad knowledge and interest: sports. Along these lines, we developed a reading comprehension activity based on that theme, in order to work on the argumentative aspects that can mark the narration of facts in the news genre, which is widely disseminated as objective, impartial, and informative.

In the activity, we decided to contrast the same journalistic fact as presented in different editions of the same newspaper. The “Article A” was published by Metro Belo Horizonte, in the state of Minas Gerais, and the “Article B” was published by the issue circulating in the city of Porto Alegre, Rio Grande do Sul. Published on the same day, the news reports address a soccer match held between Clube Atlético Mineiro (based in

Belo Horizonte) and Sport Club Internacional (based in Porto Alegre), which justifies our choice for the local editions of the respective newspaper.

The activity consists of questions to be answered in three steps: pre-reading, reading, and post-reading. The first part aims to work the reader's background knowledge, that is, the reading of the world of which Paulo Freire speaks; the second part guides the student's perception on the argumentative character that can be present in news reports, specifically as for the thematic framing strategy; finally, the post-reading, named in the proposed activity as collective reflection, aims to consolidate, together with the students, the perception of the argumentative strategies used in the analyzed texts.

That said, the next section presents the concepts worked by Discourse Analysis supporting this study.

3 Theoretical Framework

For a critical approach to a text, which is the ultimate goal of this work, we must first consider the notion that there is no such thing as neutrality in language. In this sense, we refer to the statements by Gregolin (1995), who states that language manifests the organization of society in classes, with their beliefs, interests, goals, and world views. Individuals of these different classes manifest, through language, such questions, hence establishing their ideology, which is also called the conditions of discourse production:

Therefore, ideology is the world view of a particular class; that is, the way it represents a given social order. In turn, language is ultimately determined by ideology, as there is no direct relationship between language and its representations (GREGOLIN, 1995, p.17).

According to Bakhtin (1997), these conditions consider the motivations for this production, such as the interests of those who report a fact, the socio-cultural context in which information circulates (i.e., the discursive sphere), the audience to be reached, among others. All these conditions comprise the ideology of discourse. Due to such motivations, terms are selected, information is communicated or omitted (EMEDIATO,

2013), and various affordances (GIBSON, 1986) that language offers so that producers can elaborate the discourse they wish to communicate are explored. By defining what discourse is, Orlandi (1999) demonstrates its relationship with language:

[...] Language is for communicating and not communicating. Language relations are relations of subjects and meanings, and their effects are multiple and varied. Hence the definition of discourse: discourse is the effect of meaning between interlocutors (ORLANDI, 1999, p. 21).

By stating that language also serves the purpose of not communicating, Orlandi (1999) highlights the opacity of this code: “In discourse analysis, there are notions that encompass the not-saying: the notions of interdiscourse, ideology, and discursive formation. We consider that there is always a not-saying in every saying” (p. 82).

Charaudeau (2013) also highlights such opacity, since language, as a corporative resource and an information conveyor, creates its own opacity when reporting a fact, so as to build a peculiar world view. Indeed, in the words of this author, “information is essentially a question of language and the language is not transparent; it has its own opacity through which a vision and a particular meaning of the world are built” (p. 19).

It is essential to highlight that the particular uses of language in informative texts refer to the proper nature of the discursive genres pertaining to the journalistic sphere. According to Charaudeau (2000 apud EMEDIATO, 2013), these texts, as in the case of news, have a “dominant view of information,” characterized by an assertively configured language – the *savoir-faire* (“know-how”)³ – so they may seem neutral at first. However, even the know-how requires enunciative choices about what will be or not be said and the words used to refer to a particular subject. The adopted resources condition the production of certain meanings, even if there is no stated intention to convince readers, as Amossy (2011) points out:

From colloquial conversations to literary texts, many are the discourses that have no argumentative purpose in the sense that they convey no intention of persuading and do not expect to make the addressee adhere to a position clearly defined by programmed

³ We know that the discourse of media information is very heterogeneous and includes narrative genres such as titles (headlines) and news reports, as well as openly opinionated and argumentative genres such as editorials and opinion articles. If the former have a dominant view of information (know-how), the latter would more properly have an aim at *faire croire* (CHARAUDEAU, 2000 apud EMEDIATO, 2013, p. 70).

strategies. However, even the discourse that does not aim to convince seeks to exert some influence, guiding ways of perceiving and thinking (AMOSSY, 2011, p. 3).

Amossy (2006) calls such speech act, whose intention in convincing the reader is not explicit, “argumentative dimension.” Emediato (2013) endorses the author’s words by stating that:

The argumentative dimension allows the analyst to account for numerous discourses that do not have a stated argumentative view but carry an intention to act upon the reader’s beliefs and their representations of the social world (EMEDIATO, 2013, p. 71).

According to the author, this argumentative dimension manifests itself in news reports through ‘framing strategies,’ which are defined by him as “a type of schematization, in the sense of Jean-Blaise Grize (1990), which guides someone else’s gaze” (p. 80). Emediato (2013) tells us that such strategies can occur in the news in different ways: by designation, someone else’s speech, questioning, or thematization. The activity proposal presented herein is limited to exploring the genre in question from the perspective of thematic framing, for it delineates, during the analysis of the texts, the possible interpretations that may arise. According to Emediato (2013), thematization

plays a role in framing the social world, and problematization, whether explicit or implicit, proposes ethics to readers. Therefore, thematization defines the limits of what is debatable. The problematization proposes the ethical perspective of what is brought to the discussion (EMEDIATO, 2013 p. 81).

This framing strategy, as well as the other ones presented by this author, is materialized in the informative texts through what Charaudeau (2013) defines as “reported speech,” that is, an act of discursive transformation based on the reconstruction and deconstruction of a given fact:

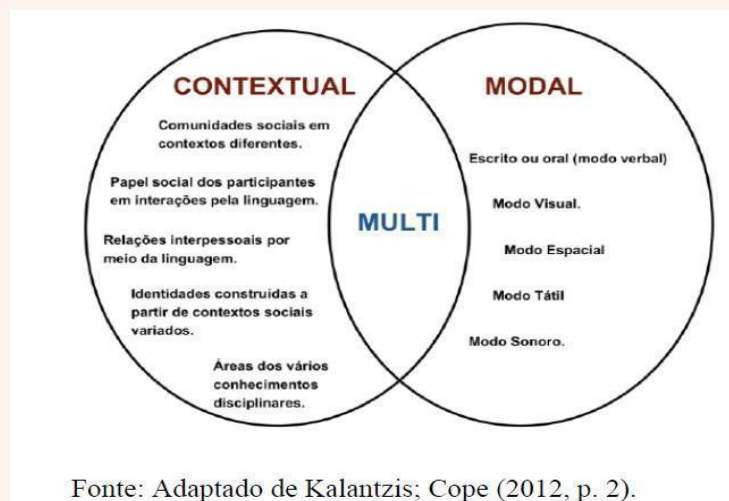
The reported speech operates an enunciative transformation of what has already been said while pointing to an appropriation or rejection of the latter by the *locuteur-rapporteur* (“speaker-author”). To a deconstruction for the reported speech shows that it is really a statement taken from another enunciation, distinguishing the reported statement from the original one and operating a reification of the latter, which serves to prove the authenticity of the author’s speech. Therefore, the reported discourse works strategically as a discourse of evidence, both regarding the other and itself (CHARAUDEAU, 2013, p.163).

This concept is addressed in this paper because we consider that it can compose the news report as a validation strategy in the reconstruction of the disclosed facts. However, we emphasize that in the news reports addressed herein, this strategy does not show itself expressively. Even so, we cannot exempt ourselves from the responsibility of making this content available to pre or in-service teachers, so that they may consider it as an aspect to be explored in the critical reading of this textual genre.

It should be noted that the critical approach to reading suggested here ranges from pre-reading questions, in which the framing strategies are explored in the context of the selection of images, headlines, and captions, to post-reading questions, in which the students' critical reflection is equally mobilized so that they can express their reactions and evaluate the author's ideas.

The critical reading performed through the interpretation of the meanings of a text is part of the various skills and competencies worked by the Pedagogy of Multiliteracies (COPE; KALANTZIS, 2000; KALANTZIS; COPE, 2012). In the diagram below, Dias (2018) shows the components that constitute this pedagogy:

Fig. 2: Scheme on multiliteracies



Source: Dias (2018, p. 162)

The dual orientation of the prefix 'multi-' (Fig.2) refers to the concepts of 'multiliteracies' and 'multimodality.' The first concept expressed in the diagram refers to the various literacies that complement the understanding of a text, such as the analysis of the conditions of production (critical literacy), in which social and cultural

aspects are considered in recognition of identities manifested from the linguistic and thematic choices of the discourse in question (ROVIRA, 2009).

In turn, the second concept concerns the “use of various modes of representation to express meanings in texts of various genres” (DIAS, 2015, p. 307), that is, the ways through which language can manifest to establish communication. These modes may be visual, spatial, tactile, sonorous, or written/oral. Therefore, in informative genres (in this case, the news report), we must explore with the students all the modes present in the text that may help in the construction of its meanings, such as images, videos, infographics, the layout (nonverbal language), among others. Such resources collaborate with the thematic framing strategies, adding, anticipating, or broadening the emphasis of the reported discourse for readers.

Therefore, to achieve effective critical reading according to the proposal presented here, we explore the images displayed on the news reports and their relationship with the written texts that introduce them. Such exploration suggests that learners interact with these various semiotic modes that contribute to the creation of meanings in a nonlinear way (hypertextuality). It is worth emphasizing the contribution of the student’s digital literacy, specifically in contexts where access to news is performed through digital outlets.

In this context, one must consider that working with the students’ reading competence is one of the components of the learning process that can currently rely on digital and mobile technologies. We are living an educational era in which digital devices⁴ and network access demand a hybrid⁵ and extended learning process⁶ (BACHMAIR, B.; PACHLER, N., 2015; WONG, 2015). Precisely due to the easy access to connection networks that transmit information⁷, the commitment to guiding the ethical appropriation of these learning resources becomes equally necessary. The

⁴ In the specific case of smartphones in Brazilian schools, although it is a frequent device in the classroom, its use is quite controversial under educational legislation. It ranges between the total ban to the pedagogical use of such devices. See in: <http://ceur-ws.org/Vol-2185/CtrlE_2018_paper_32.pdf>. Accessed February 21, 2019.

⁵ Hybrid teaching is the combination of teaching strategies that blend digital technologies with conventional classroom resources, making the student learning process happen in a personalized way. This didactic strategy may include activities that require classroom and online classroom interaction. For more information, visit: <https://www.youtube.com/watch?v=E8NIU_07XRI>.

⁶ For more information on seamless learning, visit: <<https://www.youtube.com/watch?v=wd4-jnOzcrQ>>. Accessed April 26, 2019.

⁷ We understand information in a broad sense, and it is essential to consider the role of alternative media in its dissemination.

same digital technology that makes mobile learning ubiquitous and extended can bring knowledge closer, as well as question the truth value of approximate information⁸ by such resources in the exercise of reading. Therefore, while this is a challenging task, we teachers must be aware of the burdens of an era characterized by the prominence of digital technologies and artificial intelligence, especially if our purpose is to promote language education committed to the critical and ethical formation of our pupils.

As for the activity proposal, we sought to elaborate questions that draw the learner's attention to the conditions of production and the means of information circulation, through a news report published in the digital environment. This way, we seek to communicate the theories that relate this study to the teaching practice, specifically as for the development of critical reading skills, without giving up digital technology aspects that mark not only the means by which the news is produced and disseminated, but also the profile of contemporary students and the access they have to information through the world wide web, based on a theme that may embrace the interest or the massive access of this audience.

4 Activity Proposal

As noted in the methodology section, the selected news reports were published in two electronic issues of the "Metro." These have been named "Article A" and "Article B," referring to the Belo Horizonte (henceforth Metro BH) and Porto Alegre editions (henceforth Metro POA), respectively.

The activity consists of introducing students to Article A at first, using the Pre-reading section as a guide. Next, we suggest the silent reading with the students. Then we should proceed to work the questions of the section named "Article A: Reading." Once this is completed, the process should be repeated with "Article B: Pre-reading" (in this section, it is vital to highlight the teacher's suitability to the potentially repeatable questions, such as 1, 4, 8, and 9), and "Article B: Reading." Finally, the questions in the Post-reading section should be addressed at the end of the activity. Ideally, this section

⁸ More information about the Brazilian Civil Rights Framework for the Internet can be found at: http://www.planalto.gov.br/ccivil_03/_ato2011-2014/2014/lei/112965.htm. Accessed April 26, 2019.

should be done in the form of a collective reflection, to broaden the discussion on the topic, while bringing about different points of view on it.

The positions of the respective news reports as available on the full pages of the newspaper websites were added, as well as a larger version of them for better readability. Teachers are encouraged to work with the full-page versions of the texts, as they contain elements that contribute to a contextualized understanding of the news genre, due to their layout.

Article A – Metro BH, November 22, 2018, section 3 – Sports, p. 16. Title: Almost there...

Article B – Metro POA, November 22, 2018, section 3 – Sports, p. 12. Title: The G4 is what remains



Table 1: positioning of the news reports on the full pages of the respective newspapers.

Fig. 3: Article A – Metro BH, November 22, 2018, section 3 – Sports, p. 16. Title: Almost there...

16 ESPORTE



Terans fez o gol da vitória atleticana | MARCELO DE OLIVEIRA / FOTIARENA/POLESPRESS

Rumo à Libertadores.

Galo bate o Inter em grande noite de Cazares, chega à terceira vitória seguida e se isola no sexto lugar do Brasileirão

A caminhada do Atlético rumo a Copa Libertadores 2019 ficou menos complicada. Ontem à noite, o clube alvinegro fez o dever de casa e bateu o Internacional por 2 a 1, no estádio Beira-Rio, em Porto Alegre, pela 36ª rodada da Série A. Cazares abriu o placar para o Galo ainda no 1º tempo. Já D'Alessandro descontou para para o Inter na segunda etapa, e Terans, nos últimos minutos do encontro, marcou o gol que deixou a equipe mineira cada vez mais perto de atingir seu objetivo na competição.

Com o triunfo, o time de Levir Culpi somou 56 pontos e se firmou na sexta colocação. Após a partida, o meia Terans falou da satisfação de conseguir um bom resulta-

	1	2	
INTER			ATLÉTICO

do fora de casa. “Era um jogo muito difícil, contra um time que joga muito bem. Viemos fazer nosso trabalho. São três pontos importantes para seguir brigando por uma vaga na Libertadores. Muito feliz”, comemorou o uruguaio, que fez seu 1º gol com a camisa do Atlético.

O jogo
Com muita vontade de surpreender, o Galo entrou em campo com todo o gás. Após ver o Inter iniciar o encontro um pouco melhor, o Atlético

equilibrou as ações e conseguiu explorar bem os contra-ataques. E foi em um deles, aos 42 minutos, que o time de Levir abriu o placar com um belo chute de Cazares.

No segundo tempo, os donos da casa fizeram pressão em busca do empate. Aos 36 minutos, Damiano caiu na área e o juiz marcou pênalti. Na batida, D'Alessandro não desperdiçou e deixou tudo igual. Quando tudo parecia estar definido, Cazares fez uma bela jogada e cruzou na medida para David Terans fazer 2 a 1 e decretar a valiosa vitória mineira.

Agora, o Atlético visita o Santos, neste sábado, às 20h, na Vila Belmiro, pela penúltima rodada do Brasileirão. © METRO BH

Retrieved from: <https://goo.gl/1a7iLC>

Fig. 4: Article B – Metro POA, November 22, 2018, section 3 – Sports, p. 12; Title: The G4 is what remains

12 ESPORTE PORTO ALEGRE, QUIN



Resta o G4

Decepção. Inter perde a invencibilidade em casa ao levar 2 a 1 do Atlético-MG e agora meta vira assegurar uma vaga na fase de grupos da Libertadores

Tudo de Rodrigo Damiano levou gol ao fim do jogo

RODRIGO VIEIRA/VEZES PRESS

1  **INTER**
 M. Lomba; Fabiano (Juan Alano), E. Santos, Victor Cuesta e Igor; R. Dourado, Ederson, Patrick (Camilo), D'Alessandro e Nico López (Rossi); Leandro Damiano Técnico: Celair Hellmann

2  **ATLÉTICO-MG**
 Victor Emerson, Leonardo Silve, Matidano e Patrick; Adilson B, Matheus Galdeani (Lucas Cândido), Cazares e Luiz (Terans); Chusi e Ricardo Oliveira (Alexandro). Técnico: Leivir Culpi

- Local: Estádio Beira-Rio, em Porto Alegre
- Gols: Cazares, aos 42 minutos do primeiro tempo; D'Alessandro, aos 37, e Terans, aos 47 minutos do segundo tempo
- Arbitragem: Raphael Claus (Pia), auxiliado por Danilo Ricardo Simon (Barr) (Pia) e Rogério Pablos Zanardo (Rio Pomba)

Hellmann não conseguiu fazer o goleiro Victor trabalhar. Os visitantes especulavam no contra ataque. Em um deles, aos 42 minutos, Cazares invadiu a área e acertou o canto de Marcelo Lomba.

A insistência no segundo tempo, principalmente em bolas altas na área, rendeu lances de perigo. Em um deles, Fabiano desviou e a defesa tirou em cima da linha. No rebote, Leandro Damiano tocou por cima do gol, mesmo a centímetros da trave.

Não foi o único lance de desperdício do centro-

equatoriano chutou pensando perto da pequena área.

Em jogada pela esquerda com Rossi, Damiano foi derrubado na área, aos 37 minutos. D'Alessandro cobrou com precisão para estabelecer o 1 a 1.

Poderia ser o início da reação, mas foi o começo da frustração. Veio o gol perdido por Damiano, seguido por um amálgama de Rossi por impedimento. Então, os atletas voltaram a ter a vantagem. A defesa errou e Terans marcou. O último invicto como mandante estava derrotado em seus domínios.

Algumas vaia ecoaram no Beira-Rio. Logo foram abafados pelos aplausos, num resumo do que tem sido a campanha no Brasileiro. Mesmo que o Galo não tenha "pago o pato" e vejam o título ficar inalcançável, os colorados, em seu retorno à elite, estão no lucro no Brasileiro.

VALTER JUNIOR
 METRO PORTO ALEGRE

Retrieved from: <https://goo.gl/Wsnp8z>

4.1 Pre-reading

The pre-reading is the moment to explore the student's experiences to read the topic and explore the text: its grammatical and lexical organization and purposes.

Questions

Goal

1	By looking at the text without reading it, can you infer what it is about? How did you reach that conclusion?	<i>To lead the students to make inferences about the theme addressed in the texts from the clues of the paratext.</i>
2	Do you like soccer? Justify your answer.	<i>To relate the theme to the student's world, leading them to take a stand based on their preferences.</i>
3	Do you follow information about soccer in general or about your favorite team? If so, what media outlet do you use?	<i>To find out if the student cultivates the habit of reading multimodal texts.</i>
4	What are the teams depicted in the text? How did you reach that conclusion?	<i>To work the student's background knowledge about Brazilian soccer teams and the explicit information in the text through visual semiotics (the team crests).</i>
5	What text genre is this? Identify the characteristics of this genre.	<i>To make inferences about the textual organization of the news genre and build its characteristics along with the student (headline, lead, etc.).</i>
6	In your opinion, what role do news reports play?	<i>To delimit the informative role of this genre, leading the student to reinforce the idea that these text types have no explicit intention of persuading readers.</i>
7	Usually, sports news is distinguished by specific characteristics. Cite examples from the texts.	<i>To work the student's ability to recognize the specific characteristics of the sports news genre (team crests, tables, standings, specific vocabulary, etc.).</i>
8	Analyze the news image. What do you think it expresses? What do the gestures of the players portrayed in each of them mean? Justify your answer.	<i>To work with the visual analysis as an aggregating element in the meaning construction process (visual semiotic mode).</i>

- 9 Now establish the relationship between the title and the image portrayed in the news report. What do you understand by the expression “Almost there...”?/“The G4 is what remains”? Why is it interesting for a team to be part of the G4? *To work the student’s background knowledge about the teams’ standings and objectives in the championships in question.*

4.2 Reading

This is the section in which the author’s lexical and discursive choices are identified and interpreted in more detail to explore the explicit and implicit meanings of the text, by drawing attention to the lack of neutrality of narrative texts.

Article A – Metro BH, November 22, 2018, section 3 – Sports, p. 16. Title: Almost there...

	Questions	Goal
1	Who is the target audience for this text? Do you consider yourself part of this audience? Why?	<i>To find out if readers feel like a part of the target audience and their reasons for their answers, so as make them reflect on their identification with the text.</i>
2	What do you understand by the verb ‘beat’ in the sentence ‘Galo beats Inter’ in the lead? If this verb were replaced by the verb ‘defeat’, would its meaning remain the same?	<i>To explore the student’s ability to identify the text’s lexical choices and intentions.</i>
3	With the same purpose of the previous question, comment on the possible meanings generated for the choice of the adjective “big” in the sentence “Cazares’ big night” and its relation to the events narrated throughout the news report.	<i>To explore the student’s ability to identify the text’s lexical choices and their intentions, as well as question 2.</i>

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|---|---|--|
| 4 | What do you understand by the phrase “did its homework” used in the first paragraph of the text? What role does this lexical choice play to convey the idea built around Atlético-MG? | <i>Idem 2 and 3.</i> |
| 5 | What does the speech of the player Terans, reproduced in the second paragraph, represent for the construction of the meanings of this text? | <i>To draw the reader’s attention to direct quotations in news texts, as these have an objectifying effect of information, adding a character of truth to what is reported in the news report. They are one of the features used in the reported speech.</i> |
| 6 | In your opinion, did the news report show any preference to report facts related to any of the teams presented? Justify your answer. | <i>To make students realize that the lexical choices in a news report are not random, hence working the readers’ critical glance.</i> |

Article B – Metro POA, November 22, 2018, section 3 – Sports, p. 12; Title: The G4 is what remains

	Questions	Goal
1	What do you think the word “remains” mean in the headline? How about the verb ‘lead’ in the lead? Make comments.	<i>To work the student's perception of the text’s lexical choices and their possible changes in meaning.</i>
2	What is the function of the side tables, and how do they relate to the news content?	<i>To explore the student’s perception of different reading operations.</i>

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|---|---|---|
| 3 | From your reading experience with the previous text, which team should be prioritized in the narrative of the facts in this news report? Give examples. | <i>To create inferential mechanisms.</i> |
| 4 | Do you know Rodrigo Dourado? Why do you think he is highlighted in the news report? | <i>To explore the reader's background knowledge by having them make inferences about the player highlighted in the photo caption. This question helps to frame the multimodal thematic.</i> |
| 5 | Identify in the development of the text how the performance by Internacional is described and relate these conclusions to the match result. | <i>Explore the reasons that the text mentions to explain the defeat in the match through the textual resources.</i> |
| 6 | Which team is the expression <i>pagar o pato</i> (to carry the can) associated with and what meaning does it establish with the identification of this team? | <i>The purpose is to work the expression of irony in Brazilian Portuguese idioms. It also aims to explore sociocultural competence.</i> |
| 7 | Comment on the last sentence of the text: "Even if the Rooster didn't 'carry the can' and the season title is now unreachable, the Colorados have had a lucky break in the Brazilian Championship on their return to the A-Series." | <i>To draw the student's attention to the perspectives and interests behind the narrative.</i> |

4.3 Post-reading (Collective reflection)

In this section, the students' criticality is consolidated, complementing the construction of meanings performed in the students' interaction with the text throughout the reading and discussion of the questions.

Questions

Goal

- | | | |
|---|---|--|
| 1 | Highlight the factors that may influence the narration of the facts in a news report. | <i>To explore the discourse of each newspaper concerning the theme addressed. This discourse may emerge from the lexical, grammatical, and thematic choices shown throughout the narration of the facts. They also relate to factors such as audience, place of publication, the medium of circulation, etc.</i> |
| 2 | Evaluate the experience of reading from different perspectives. | <i>To draw the student's attention to the motivations and objectives concerning the circulation of information through the news genre.</i> |
| 3 | What is your perception about the treatment of the news story in each edition of the newspaper? | <i>To draw student's attention to the local conditions of news content production.</i> |

Final Remarks

This work proposed a reading comprehension activity designed for students at Elementary Level II, specifically of the eighth and ninth grades, based on the exploration of the meanings hiding between the lines of a text, hence leading them to perform a critical reading of it. Aided by the theoretical support of Discourse Analysis (DA), the activity was based on informative texts (news reports) to explore the argumentative dimension present in this genre.

The reflection point of this proposal was the survey of the causes of discrepancy in reading abilities, presented in the recent study by Cruz and Martiniak (2018), which suggests the importance of constant reading practices at the critical level. To collaborate for such practices to take effect, we have prepared this activity proposal.

From the question suggestions, we demonstrated how the critical approach to reading activities might be less complicated than it appears. In this sense, we reinforce the importance that working with this communicative competence should not be

restricted to the materiality of the texts, as the construction of meanings derives from the combination of the conditions of production/circulation and the purposes of those who produce a genre, as well as the values, beliefs and social context of readers⁹.

Furthermore, we understand that the activity proposed here must also be accompanied by adjustments in curricular frameworks, valuation of the teaching career, continuation of the teacher education process, and, in some contexts, the physical restructuring of the school space. We believe that the appreciation of this work by pre or in-service teachers, school managers, and education policymakers can reinforce and mobilize urgent restructuring actions or changes to basic education.

That said, we seek to exalt the importance of critical reading for the formation of readers who are able to analyze, filter and gather information, so as to position themselves as socially aware citizens, contributing not only to the improvement of the reading competence, but especially to becoming skilled in the difficult task of sorting out the truth value contained in the thousands of daily news stories and reports around the world, as a consequence of the burden derived from the digital age and the emergence of the so-called fake news.

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⁹ We reinforce the idea that one should be careful in this field of interpretation, for it is not about what the reader wants to understand from what is read. Instead, it is about the ability that we must develop as readers to reveal the implicit meanings that are supported by the choices of the elements that comprise a given textual genre, which in the specific case of this paper is the news report.

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