Editorial

Discursive aspects in the media and in teaching on different themes

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What to say about oral textualities (monogenerated and polygenerated) and digital textualities? In addition to this diversity, another difficulty is added: the concept of text is the legitimate object of disciplines as different as rhetoric, hermeneutics, stylistics, philology, textology, poetics, semiotics, information and communication sciences. communication, genetics, logic and philosophy. Furthermore, in the late 1920s, did Vološinov (2010) question the very possibility of establishing a linguistic concept of text?

Jean-Michel ADAM

In each concrete moment of its formation, the language is stratified in layers not only of dialects in the exact sense of the term [...], but also - which is essential for us - in socio-ideological languages: languages of social, professional, of genres, languages of generations, etc. [...] Stratification and heterodiscourse widen and deepen while the language is alive and developing [...].

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In this issue 34/1 of Linha d'Água, the objective is to present articles aimed at researching within the scope of enunciative-discursive linguistics studies, thus gathering

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publications in which the text and discourse are explored in different theoretical perspectives and their relations with teaching. Researchers in the field of discourse studies propose several approaches and corpus of analysis discussing linguistic-discursive dimensions in order to understand the various communicational interactions.

Some studies follow methodological principles founded on the Semiolinguistic Theory of Discourse (STD), a model analysis designed by Patrick Charaudeau, for whom "every act of language, whatever its size, is born, lives and makes sense in a communication situation" (CHARAUDEAU , 2006a, p. 1). STD proposes to consider human interactions in a communicational perspective, that is, as facts of communication, which have a double dimension to language: an external and an internal one (CHARAUDEAU, 2004). In the external dimension, or properly communicational, there are data that, although they are external to the discourse, play a coercive role on the linguist.

To better understand the relationships between these two dimensions, we turn to Charaudean postulates about the three levels of linguistic analysis, each corresponding to a type of competence (CHARAUDEAU, 2004), which are related to each other, in a real go-and - comes: the situational, the discursive and the semi-linguistic level. The situational is the place where the external data are found, which impose restrictions on the other levels: both the discursive, in which the different ways of saying the enunciator are established, as well as the semi-linguistic level, the place of the verbal and iconic choices that configure the texts .

The "communication situation" (CHARAUDEAU, 2016) thus determines the space for language exchange and its conditions of production. It is in this place that the instructions that determine the expectations of interactions between interlocutors are located, which come at the same time from the identity of the partners, that is, from the social place they occupy in the language exchange; the theme involved; the purpose of the interaction and the material circumstances in which it takes place. The questions that correspond to these components of a communication situation are respectively: Who communicates what? What is it talking about? For what purpose? Under what circumstances?

The external data of the communication situation, when perceived, understood and recognized, act on the linguistic behaviors of the exchange partners, that is, on the "how to say"; it is the ways of speaking, the language roles that must or can be assumed, the verbal and iconic forms to be employed. However, as Charaudeau (2006b) observes, this overdetermination of the communication situation is partial, as the subject has a margin of maneuver that allows him to carry out his speech project. The linguist clarifies:

> Communication contract and speech project are completed, bringing, one, its framework of situational and discursive restrictions, another, unfolding itself in a space of strategies, which makes every act of language an act of freedom, without ceasing to be a probationary freedom. (CHARAUDEAU, 2006b, p. 71)

Another important aspect to be highlighted in the TSD postulates concerns the situational conditions for the occurrence of a possible intercomprehension between the subjects

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of the language exchange. Individuals in a social community rely on a common frame of reference in order to interact and achieve a certain understanding, which depends, in part, on the conditions under which this interaction takes place. The elements at stake in a communication situation are, in fact, according to Charaudeau (2006b), a set of conditions not stated that establishes some conditions for determining the meaning. The linguist calls the "contract" (CHARAUDEAU, 2010, p. 14) this framework to which individuals from a social community report when they start a language exchange. The communication situation-contract provides the producer and interpreter with instructions for the construction / interpretation of meaning.

It is the communication contract that allows the acts of language to be recognized as valid in a given situation, that is, that they correspond to an intentionality of the speaker and can be interpreted by the interlocutor. For this, it is necessary that both subjects have a certain knowledge in common, not only in relation to ideas, but also regarding the norms specific to a specific field and specific situation.

To think about how a communication situation is structured, how it imposes its restrictions and how it presents itself, as a place for the construction of meaning, the author proposes to focus, initially, on the "domains of practice", places of production of interactions organizations organized in sectors of social activity that are defined by a set of practices. "They are the result of a game of regulation of the power relations that are presented there and establish an outline of the social space as a symbolic place of an ordered activity of social actors around a purpose that implies rules of exchange" (CHARAUDEAU, 2010, p .11). The media, the political, the religious or the scientific are examples of domains of practice, places where different disciplines can find themselves circulating their concepts.

When the domain of social practice is organized into a domain of communicational exchange, then we have a "global communication situation", according to Charaudeau (2010). In this way, instances of communication are defined, roles to be played, types of relationships between them, discursive purpose, their own themes. The media is an example of a global communication situation, which proposes discursive roles, a purpose - "to make known and comment on the events of the world" - and a thematic domain of "events that take place in the immediate public space", which, according to the author would explain the connivance that can occur between the political discourse and the media information discourse.

A second place for structuring the practice domain is the "specific communication situation", where the physical conditions of the language situation are determined, which are subordinated to the terms of the global situation. In the case of the media communication situation, it is the time to describe the interactional exchange in a more specific way, identifying the participating subjects, their social identities and communicational roles performed. In the same way, we proceed with the purpose of the interaction and with the thematic domain, which are, in this case, particularized according to the material circumstances in which they unfold effectively. Detailing the media domain taken in the example, we could have specific situations

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such as radio bulletins, newspaper headlines, press editorials, reports, etc., seen as subsets of the conceptual "media information" device (CHARAUDEAU, 2010). In this sense, for the author, discursive genres are, rather, situational genres.

Given this, it is important to highlight the hypothesis of the TSD that the meaning of an act of language does not reside only in its verbal manifestation, nor only in its explicit meaning contained in the statement produced. The statements, in fact, are only interpretable considering the conditions shared by the partners of the language exchange, in the space where the "game of expectations" of the communicative exchange is defined. According to the author, "the speaking subject fabricates his statement according to a certain" game of expectations "by distributing the explicit and implicit meanings in the acts of language according to the inferential possibilities that he attributes to his interlocutor" (CHARAUDEAU, 2010, p. 4) .

Within a problem of influence, a principle that leads communication partners to produce speeches that aim to have a certain impact on each other (CHARAUDEAU, 2004), the linguist conceives communication as a staging, performed by the subject of the discourse, of "Strategies oriented towards the other" (CHARAUDEAU, 1995). These strategies are organized according to the intended effect and the effect produced, according to the discursive model that contemplates the double external space and internal space to the language. The intended effects are those that the communicating subject seeks to produce on an idealized recipient subject; the effects produced are those that the interpreting subject effectively recognizes, constructing and reconstructing them in their own way. Thus, the author (2019, p. 35) conceives the text as "having a set of possible effects, corresponding both to the intended effects of the communication instance and to the effects produced by the interpretation instance".

The reader also relies on the theory of Jean-Michel Adam, founder of Textual Discourse Analysis (ATD). In this direction, the epigraph of Adam (2019), in the opening of this editorial, summarizes aspects discussed in some of the articles that developed analyzes of digital, written and oral data. The analyzes consider both the segmentation of more extensive textual zones, as well as the effects of textual continuity resulting from the operations of linking units. ADAM (2020, p.2) points us to an emerging issue: to work "[...] the forms of textuality in parallel with the exploration of the genres of discourse, as there is no text effect without a generic effect".

We also have the theoretical approach of Alain Rabatel, whose works focus on the point of view, the enunciative responsibility, the enunciative postures, among other enunciative devices. In order to deal with literary reading and Portuguese language teaching in teacher education, the theoretical framework consists of both Brazilian authors Regina Zilberman, Clécio Bunzen, Roxane Rojo and foreigners Bernard Lahire, Bernard Schneuwly, Joaquim Dolz. The interrelation between norms and conversational analysis was analyzed in the light of the proposals of Catherine Kerbrat-Orecchioni, Dino Pretti, and the legal issue with an approach by Mauro Cappelletti and Bryant Garth.

Emphasis is placed on the approach of writing as a process, Charles Bazerman, Sueli Cristina Marquesi, Rosalice Pinto, among others. With regard to active methodologies,

Jonathan Bergmann, Aaron Sams, Luciane Penteado Chaquime and Daniel Mill. Finally, the reflection on the interpretation of images in Portuguese language manuals of high school, contributions from multimodality stand out, in the perspective of Gunther Kress, by Ângela Dionísio; as well as visual literacy, according to Suzanne Stokes.

This issue also includes articles by authors who were part of the "Portuguese Language in Basic and Higher Education: from textual / discursive genres of the textbook, academic, legal and political to textuality strategies of orality and writing" brought together three Brazilian Universities - University of São Paulo, Federal University of Rio Grande do Norte and University of Vale do Rio dos Sinos (USP / UFRN / UNISINOS) - and constituted an extremely productive opportunity for academic exchanges for the Language courses of the mentioned institutions. The term was valid from October 2014 to September 2020 and, throughout the period, it was funded by CAPES-PROCAD.

PROCAD is a National Academic Cooperation Program, instituted by CAPES (Coordination for the Improvement of Higher Education Personnel), with the objective of promoting the training of human resources, through joint projects between Brazilian Universities. It also provides that the intensification of scientific research, through interinstitutional exchange, promotes an increase in the quality of teaching, both undergraduate and graduate.

The projects submitted to this Program (PROCAD) must observe an operation that takes into account the planning of study missions, teaching, research and post-doctoral internship that allows reaching the aforementioned central objective, in addition to also providing that those missions have a total cost by CAPES. In this sense, it is noteworthy that Projects of this order provide for the implementation of a network of academic cooperation between consolidated programs, with the main purpose of enabling the strengthening and advancement, not only of research, but also of joint scientific production between participating Universities. .

In turn, the specific project that we developed had as a proposal to encourage the realization of teaching and research projects, with the purpose of focusing the Portuguese language on basic and higher education, in order to integrate a network of professors, researchers, doctoral students, master students and undergraduate students from the three teams involved (USP / UFRN / UNISINOS), supporting the realization of missions, sandwich internships, post-doctorates and participation in national and international events. This exchange between teachers and students had as a guiding thread to allow them to get to know and assist each other in the development of educational actions, in order to achieve the improvement of results from basic education to higher education in the country, without losing sight of the institutions involved they are located in diverse regions of the country and, therefore, it is necessary to value the cultural specificities that are presented, but with a view to reducing any asymmetry.

In addition to thinking / rethinking the teaching of the Portuguese language, textual / discursive genres were the focus of this teaching, observed in diverse spheres and in its

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circulation in the textbook, in academic, legal and political circles. The spoken and written modalities received attention from teaching and student researchers. It is noticeable the density and complexity of a proposal of this kind that required dedication and intense involvement from all participants.

It also highlights the diversity of theoretical perspectives involved that allowed students to expand the knowledge acquired so far. These perspectives, all focused on the text / speech, included research positions in the Bakhtinian line, from Text Linguistics (TL), from Semiolinguistic Discourse Theory (SDT), from Textual Discourse Analysis (TDA), from Cognitive Linguistics (LC) , Conversation Analysis (CA), Argumentation Theories among others. It was a question of providing students with an expanded view not only in epistemological terms, but also holistic ones that would allow them to see viable and fruitful views and paths of the scientific process in the analysis of texts / speeches. In this sense, it was possible to identify, during the research discussions, that the students were more mature at the end of the interinstitutional project, being more critical in terms of theoretical principles, discernment about hypotheses and analysis of results, for example.

In the various meetings, it was possible to know the progress of the research, from presentations of works and debates that provided immense theoretical and methodological enrichment for all. It is important to highlight that the Universities to which the members of the three participating teams belong (USP / UFRN / UNISINOS) provided all the infrastructure and technical support necessary for the development of the Project's stages.

The participation of a federal institution (UFRN), a state institution (USP) and a private institution (UNISINOS), belonging to distant Brazilian regions, allowed to experience different realities that were in harmony with research and the strengthening of academic ties, in addition to adding expansion of the cultural universe, tracing, in the profile of the participating students, a unique design of citizenship, respect and gratitude. The reduction of regional asymmetries was the great level reached, as provided by PROCAD in its guidelines.

Around issue 34/1 of Linha d'Água journal

The articles selected for this issue involve researchers from several Brazilian states: Rio Grande do Norte, Ceará, Rio de Janeiro, Niterói, São Paulo, Rio Grande do Sul, but also from researchers in Portugal. These texts will allow readers to understand the intersection between media and teaching.

The first article by Maria das Graças Soares Rodrigues, is entitled Emotional point of view in the online commentary genre: verbal violence analyzes comments produced by online internet users on a news portal, in reaction to the article published about tortures suffered by inmates in a prison in Pará. To this end, the author established the following objectives: to describe, analyze and interpret the point of view (POV) underlying the comments of the first

announcers (L1 / E1) about torture suffered by prisoners. The analysis revealed that the POSs underlying the comments are characterized by verbal violence, with a sense of hate. The POS are touched, due to the increased tension of the L1 / E1, on the occasion of their assessment of the situation. Certainly, the digital medium influenced the L1 / E1, in the sense of producing statements coated with hatred that did not, as a result, consider the preservation of faces.

In the following article "No Impeachment by Dilma Rousseff: argumentative strategies in the editorials of the newspaper O Globo", by Maria Eduarda Giering and Júlia Klein Caldas, a research is focused in which the authors analyzed argumentative strategies used in the editorials of the newspaper O Globo, " Reforming Social Security would be a good start for Temer "and" Optimism with the new tone of the Planalto ", broadcast during Dilma Rousseff's impeachment process. To this end, the objective was to identify how the editorials build the characters involved in the process and how the media can influence public opinion. The methodology considered the communication situation in which the editorials are inserted, the procedures of the enunciative construction and the basic elements of the argumentative relationship. As a conclusion, it was identified, in the editorials analyzed, the engagement of the speaker in the defense of a thesis favorable to the dismissal of the then president Dilma and the expression of the Opinion, which disqualifies Lulism and the PT, by means of the criminal modality.

The article "The construction of meaning in verbal interactions on radio in European Portuguese: discursive mechanisms in life experience narratives", by Carla Aurélia de Almeida takes up a corpus of verbal interactions carried out on radio in Portugal. The present article analyzes how, in those speeches, the process of construction of meaning is structured. For this purpose, it considers the enunciative framework, the sequences of speech acts and the discursive strategies that allow to attribute credibility and legitimacy to the speech, capturing the attention. Semantic and pragmatic aspects of the construction of life experience narratives are analyzed: the juxtaposed speeches, the repetitions, the use of the approximate expression "and such", the use of "ready" as a discursive marker, the occurrence of identities in speech and making evaluative assertions. In this context, acts of self-praise with mitigators and the use of the declarative verb say in the third person plural are considered to minimize the threat of the face. Evaluation comments that show attentive listening are also analyzed, allowing the management of interactional exchanges.

Beatriz dos Santos Feres, Patrícia Ferreira Neves Ribeiro and Rosane Santos Mauro Monnerat, in the article entitled "Faces, affections and intentionality: semi-linguistic analysis of pandemic brands", aim to analyze verb-visual texts - a newspaper cover story and an advertisement in magazines - which have, in common, female faces marked, to some extent, by evidence of the covid-19 pandemic. This analysis aims to highlight discursive resources that imply ideas, emotions and intentions according to, above all, the sociodiscursive imaginary shared by the interactants of the exchange provided by these texts, in order to contribute with a theoretical-analytical basis for the elaboration of activities interpretations focused on "Media

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Education" proposed by the National Common Curricular Base. Based on the Semiolinguistic Theory of Discourse Analysis in interface with other studies, they initially explored the concepts of image as sign, image-symptom and intericonicity. Then, taking the texts on screen more specifically, it was observed the construction of the ethos and the pathological aim in the discursivization.

In Conciliation hearings: legal determinations and interaction, Marise Adriana Mamede Galvão and Anderson Souza da Silva Lanzillo propose a reflection aimed at interaction in conciliation hearings held at a Civil Forum in the State of Rio Grande do Norte. They sought to discuss some dimensions of these hearings, guided by what defines the legislation (Code of Civil Procedure and Law of Special Courts), observing how the normative regulations influence the linguistic-discursive aspects. In this sense, we privilege the evidence of the general organization of the interaction and the lexical choices that permeate the audiences, from the point of view of the Institutional Conversation. They followed the orientation of Conversation Analysis for the construction of the investigation corpus, consisting of two conciliation hearings recorded on video and transcribed, according to the system adopted by the studies of oral texts. The analysis of the audience data made it possible to recognize some regularities in the interaction, marked by what is institutionally defined, in view of the compliance with laws and guidelines that are manifested in the linguistic-discursive plane, based on the lexicon identified in the research data.

Sandoval Nonato contributes to the issue with the article entitled Reading, Portuguese language teaching and teacher training. The article discusses the status of reading as a curricular component of the Portuguese language discipline in Brazilian schools. To this end, it initially presents an overview of the ways in which reading emerges in the historical path of the constitution of Portuguese language teaching. Then, it contrasts this historically constructed statute with current Portuguese language teaching practices mediated by undergraduate students of Letters, on the occasion of an internship in public schools in the city of São Paulo (Brazil). The description and analysis of the implementation process of a teaching project for reading stories from marginal literature, by a student, as recorded in his internship report, allows us to problematize some challenges that the practice of reading in the classroom poses for the teaching and training of the Portuguese language teacher.

In Text and construction of meanings: proposals for reading and interpretation, Maria Aparecida Lino Pauliukonis and Claudia Assad Alvares propose the analysis of inferences in texts, in order to demonstrate that every meaning, even the literal, includes discursive implicit in different degrees. The act of understanding / interpreting these statements involves several inferential processes, which means that the critical reader must be attentive not only to the logical or linguistic issues stricto sensu, but also to the discursive and / or rhetorical-argumentative ones that occur in the different genres of texts and that are fundamental for the construction of the meanings of a textual production. One of the objectives of this article is to present didactic-pedagogical proposals for teaching reading and textual interpretation.

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Sueli Cristina Marquesi and Andréa Pisan Soares Aguiar contribute to the article Peer review as an active methodology for improving academic writing. In this article, the authors aim to present the application of the peer learning methodology adapted to an academic text review activity, specifically a master's thesis summary. For the development of this proposal, they sought theoretical support that deals with active methodologies, as well as interaction and writing as a recursive process, of which the revision stage is part. The authors understand that approaching the teaching of academic writing from the perspective of such methodologies allows to align it with the paradigm, according to which, the student takes an active role in his own learning, and the teacher becomes an advisor of paths that enable the construction of individual and collective knowledge.

The last article in this issue entitled The pedagogical proposal for reading images in Portuguese language manuals for secondary education is a contribution by Hylo Leal Pereira and Antônia Dilamar Araújo. The authors propose a reflection on the work with images contained in the subsection Reading of the image, present in the Portuguese collection: context, interlocution and meaning, an integral part of the PNLD 2018, in order to bring together current theoretical concepts related to multi-tools and teaching proposed for the Portuguese language teacher in that teaching manual. Contributions to multimodality, visual literacy and critical literacy are added to this theoretical tour. The research is characterized by a qualitative approach and analyzes two of the eight activities present in the third volume of that collection. It is concluded that there are gaps related to the work with the theories of the multi-courses that, if filled, tend to enhance the textual skills related to the adequate visual and critical literacy of the students.

For the closing of the edition, the review of the work Studies on argumentation in Brazil today: theoretical and analytical models electronic resource, organized by Eduardo Lopes Piris and Maria das Graças Soares Rodrigues (Orgs.), Was written by Rosalice Pinto. This text takes up important aspects of the compendium, such as the plurality of theoretical perspectives discussed by the authors and the diversity of the research objects.

In the balance of this editorial, we need to highlight that the 10 texts by 17 authors were produced on the OJS platform at the height of the pandemic caused by Covid-19. And the closing of this number was marked by the sad news of the death of colleagues, employees and students at the University of São Paulo and all Brazilian and foreign universities. Two colleagues from the Department of Classical and Vernacular Letters at the Faculty of Philosophy, Letters and Human Sciences, Lineide do Lago Salvador Mosca and Alfredo Bosi, left the moment we closed this number of Water Line. They will be sorely missed, they left too soon, but they will always inhabit our memory and our hearts.

We invite all readers to access the texts, navigating the different discursive approaches. We received many submissions of articles and kept the selection of texts because we have competent reviewers from the Editorial Board and many ad hoc professors. We also count on the collaboration of a body of excellent Portuguese-speaking reviewers, guaranteeing the high

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quality of the review of Linha d'Água. The English translation review work is carried out by Professor Roseli Serra, from the Catholic University of Pernambuco.

In this year 2021, we are going through a difficult phase of investments in higher education institutions with the freezing of many funds. Even so, Linha d'Água received the support of the Support Program for Periodical Scientific Publications of the University of São Paulo, through the USP Agency for Academic Information Management (Aguia), to whom we thank, once again, for the invaluable and constant support and recognition. These measures have allowed the maintenance of the Waterline indexation on the Web of Science, a database of scientific citations from the Institute for Scientific Information, maintained by Clarivate Analytics, in the areas of Social Sciences, Arts and Humanities and the work of XML.

With this issue, Linha d'Água thus becomes an open space for publications linked to Portuguese language studies, linguistic-discursive studies and their relationship with teaching, maintaining a constant dialogue with the research developed in Brazil and in the rest of the world. outside.

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São Paulo, abril de 2021.

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