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INTERDISCURSIVE RELATIONS AND METAFORRIC EFFECTS IN THE JOURNALISTIC GENRE

RELAÇÕES INTERDISCURSIVAS E EFEITOS METAFÓRICOS NO GÊNERO JORNALÍSTICO

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Abstract: This article presents a reflection on the work with interdiscursive elements in the classroom through the journalistic genre. It starts from the idea of text as a linguistic-historical object that performs the discursiveness that constitutes it. Thus, it is believed that the relationship between discourse and historical context is inseparable. Moreover, according to the assumptions of the discourse analysis, the journalistic genre is constituted as the form of interdiscursive networks. Thus, the objective is to understand how interdiscursivity affects the effects of meaning and how the specificities of journalistic work aid in the analysis of the relations and effects that discursive practice demonstrates in the elaboration and understanding of the text.

Keywords: Interdiscourse; Teaching; Journalistic genre.

Resumo: Este artigo apresenta uma reflexão sobre o trabalho com elementos do interdiscurso em sala de aula através do gênero jornalístico. Parte-se da ideia de texto como objeto linguístico-histórico que realiza a discursividade que o constitui. Assim, acredita-se que a relação entre discurso e contexto histórico é indissociável. Além disso, conforme os pressupostos da análise do discurso o gênero jornalístico constitui-se como formador de redes interdiscursivas. Desse modo, objetiva-se entender como a interdiscursividade afeta

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os efeitos de sentido e como as especificidades do fazer jornalístico auxiliam na análise das relações e dos efeitos que a prática discursiva demonstra na elaboração e na compreensão do texto.

Palavras-chave Interdiscurso; Ensino; Gênero jornalístico.

INTRODUCTION

It is a fact that the reading of a text has some relation with a certain notion that the reader has previously had contact with. Thus, remembering what has already been read somehow makes possible the relationship between what is being read and what has already been read. In the case of journalistic texts, specifically, this relationship is quite common, since, although a fact is unique at the time it occurs, it will never be isolated, what makes this text "dialogue" with others.

When thinking about texts, it is necessary to take into account who wrote this text and its intention to do so, after all, texts do not self-write, but are written by a subject who assumes a certain position while working on the construction of the text.

In this sense, the discourse analysis of a journalistic text can clarify many discursive aspects of the enunciative making, that often come from the unconscious. In this way, we have as example the marks of racial or religious prejudice, or even points of view implicit in the discourse of the writer of the text, that is, his ideologies. These marks may be hidden in metaphors, parodies, or even allusions and quotations from other texts, thus reaffirming the intertextual character present among them.

In addition to the intentions of those who write, it is also possible to bring up aspects of the audience to which the text is intended, considering the access to the media that will support this material. In this work, the characteristics evidenced in the journalistic genre are highlighted from the analysis of a report of the journalist Igor Costa Gomes. The headline entitled "Rio: Brazilian Greece", published on November 18th, 2016, describes the political-economic chaos that occurred in the State of Rio de Janeiro after the arrest of two former governors in less than 24 hours. Political instability experienced by the State.

2. Interdiscursive approach in the journalistic genre

Discourse is understood as a communicative activity constituted of text and discursive context (who speaks, with whom speaks, for what purpose) able to generate developed meaning among interlocutors. According to Bakhtin, no speech is original. Every word is a response to another's word, every speech reflects and refracts other discourses. It is in this field that is the dialogical character of language and its multiple possibilities of creation and recreation.

Foucault (1997, p. 43) defines discourse as a set, or family, of statements that has its principles of regularity in the same discursive formation. The author conceives the discourses as if they were dispersion, that is, constituted by elements that are not linked to any principle of unity. And it is the discourse analysis to describe this dispersion, seeking the establishment of rules capable of governing the formation of discourses.

In this context, interdiscursivity is the relation between two discourses characterized by one citing the other. In this way, it is possible to affirm that every interdiscursive relation is also an intertextual relation. However, interdiscursivity is broader because it refers not only to a text or parts of it, but also to the underlying ideology.

Pêcheux (1975, apud ORLANDI, 2006) states that it is not possible to think of the subject as being the origin of self, so the speech should not be understood as a simple transmission of a message from a speaker to an interlocutor. The discourse is formed by the effect of meanings that are constructed during an interlocution.

For the understanding of the concept of metaphor, we have taken the explanations of Charaudeau and Maingueneau, different from those of the traditional grammar that classifies the metaphor as merely a figure of language, that is, the use of a word in a connotative sense. For the authors above, the metaphor is a figure of discourse and has discursive functions, namely: a) an aesthetic function: it adorns the discourse, especially the literary; b) a cognitive function: it explains by means of analogies of something new or of little knowledge; c) a persuasive function: it

consists of several discourses - political, moral - which use metaphor as a way of imposing opinions in a non-explicit way.

All these images constructed in the discourse by means of metaphorical expressions are not only stylistic resources. They are argumentative resources capable of convincing and persuading the audience in a natural way, since the metaphorical expressions present implicit information shared and culturally recognized (CHARAUDEAU; MAINGUENEAU, 2008).

The metaphor for cognitive theories is one of the fundamental elements of the thinking of individuals, beyond reason and imagination. For Lakoff and Johnson, explaining the metaphor is "to understand and experience one kind of thing in terms of another" (LAKOFF and JOHNSON, 1980, p. 5).

In the case of journalistic texts, based on a detailed analysis of the metaphorical expressions, it is possible to construct an image created by the discourse and verify its argumentative content based on the analysis of the use of the selected terms in the construction of the text.

2.1 Discursive genres and teaching

Although discursive genres and texts are considered objects of teaching by theorists, it is observed that, in practice, they do not yet have their proper place in the classroom, either because of teacher resistance to changes, or because of their lack of information or training required. On this, Antunes (2002, p. 67) shows that in the classroom, "[...] it continued to do more or less what was done before. But now, the words and phrases studied were no longer brought to chance, but removed from texts". Thus, the genre was used only as a pretext for the teaching of contents of normative grammar.

However, the theoretical and practical conceptions related to the discursive genre have opened space for different reflections, demonstrating their importance for the acquisition of skills necessary for the formation of the critical and transforming subject. Antunes (2002) presents a series of positive points in the teaching of textual genres. They are:

- a) the apprehension of "linguistic-communicative facts" and not the study of "grammatical facts", diffuse, virtual, decontextualized, objectified by determinations of a "program" previously fixed and ordered from the immanent properties of the linguistic system;
- b) the apprehension of strategies and procedures to promote the appropriateness and effectiveness of the texts, or the teaching of the

language with the explicit and determined objective of broadening the subject's competence to produce and understand adequate and relevant (oral and written) texts;

c) the consideration of how these procedures and strategies are reflected on the surface of the text, so that one cannot use any words or adopt any textual sequence;

d) the correlation between the operations of textualization and the pragmatic aspects of the situation in which the verbal activity is carried out;

e) the expansion of perspectives in the understanding of the linguistic phenomenon, thus overcoming the too narrow and simplistic parameters of "right" and "wrong" as indicative of good linguistic achievement. (ANTUNES, 2002, p.71).

From these benefits in working with genres, Antunes highlights issues that are relevant to the teacher in language teaching, such as considering the linguistic and communicative facts in the search for the expansion of textual competence in the student.

For Martins (1997, p. 121), the classroom is a space in which the "[...] discursive process occurs through the negotiations and conflicts that appear before the new, before what is not known or totally mastered and we presented to students in a problematic way".

Thus, the author in line with the view of Vygotsky, who values the interaction, considers that this space of teaching and learning should favor systematized knowledge, different interactions between teachers and students. In addition, the teacher has the important task of articulating the construction of knowledge in that place.

Vygotsky defines the concept of Proximal Development Zone (PDZ) widely used for the understanding of school learning. The PDZ would be the distance between the actual level of development, determined by the ability to solve a problem without help from someone, and the level of potential development, determined by the ability to solve it with the guidance of an adult or other partners who have already had this ability. For the great scholar, "real development characterizes mental development retrospectively, while the zone of proximal development characterizes mental development prospectively" (VYGOTSKY, 2007, p.113).

Thus, there is a difference between the skills that the student already has and those that he does not master yet but is close to learn, because he can already understand it with the help of another person. This is essential and should be the objective of the teacher's action, determining what the learner can learn and what he already knows.

In this direction, pedagogical mediation has as its guiding point the development of the subject, and occurs through prospective teaching in order to act in the PDZ, taking the student to find in the teacher a partnership to reach new paths for the acquisition and/or deepening of a new knowledge. Thus, it is possible to think of the possibilities of the teacher to act in the PDZ of a class of students, regarding the understanding and writing of a discursive genre, diagnosing the concrete abilities of this student before the intervention.

In this context, the National Curricular Parameters (NCP) present the role of the school in promoting conditions for the reflection of the students on the knowledge acquired and constructed in the course of their socialization. In addition, it provides ways for these students to interact with such knowledge, transforming them and rebuilding them continuously in their actions, according to the needs of the social spaces in which they act.

The NCPs propose a teaching perspective focused on the diversity of discursive genres and emphasizes the importance of critical teaching from these texts. This document is based on the idea that texts and discursive genres have primordial functions when considering the conception of dialogic, social and interactional language.

According to the National Curricular Parameters for High School, the development of linguistic competence in the student aims at the domain of language use in "subjective and/or objective contexts that require degrees of detachment and reflection on the contexts and statutes of interlocutors" (BRASIL, 2000, p. 11).

In this context, there is an urgent need to orient the pedagogical practice around the students' textual production capacity and that these productions consist of matter of discourses that are alive and in constant verbal interaction through statements. Bakhtin (2003, p. 265) clarifies that "language comes to integrate life through concrete utterances (which carry it out); It is also through concrete statements that life enters the language ". And still,

[...] The mother tongue - its vocabulary composition and its grammatical structure - does not come to our knowledge from dictionaries and grammars but from concrete enunciations that we ourselves hear and reproduce ourselves in living discursive communication with the people around us. We assimilate the forms of language only in the forms of enunciations and precisely with these forms. The forms of language and the typical forms of utterances, that is, the genres of discourse, come to our experience and our consciousness together and closely linked. Learning to speak means learning to construct utterances (because we speak by utterances and not

by isolated clauses and, evidently, not by isolated words) (BAKHTIN, 2003, p. 282-283).

Consistent with this idea, Scheneuwly and Dolz (2004, p. 74) argue that "it is through genres that language practices materialize in the activities of learners". And the school would be the ideal place to give authenticity to oral and written productions and access to texts. This character is legitimated by representing the concrete use of the language and by enabling students to choose appropriate strategies to the goals they desire in a conscious and creative way.

Following this path and considering the existence of various genres, Schneuwly and Dolz (2004) propose a grouping of genres with the aim of making viable its teaching in the school. Thus, the authors suggest that genres should be organized according to characteristics and conditions of similar productions, so that the teacher is free to adapt each genre according to its different aspects.

3. Analysis of the text

ISTOÉ is a Brazilian weekly magazine of general information, created in 1976, which usually brings matters related to the political-economic world scenario, especially the Brazilian. Being a magazine of considerable circulation, it has as profile of its news, the criticism to the government. In its slogan, we see the definition: "Brazil's most combative weekly magazine".

The journalistic text to be analyzed was written by Igor Costa. The headline entitled "Rio: Brazilian Greece," published on November 18th, 2016, describes the political-economic chaos experienced in the state of Rio de Janeiro after the arrest of two former governors in less than 24 hours, presenting the political instability of the historical context.

The report, from the title, rescues the memory when making a comparative allusion to the events in Greece that also goes through recent political and economic crisis in the European scenario. In the following passage, this rescue also occurs, being reiterated, this time, through the metaphor *Tupiniquim of Greece*. This expression refers to the past of Brazil, when mentioning the indigenous tribe that Pedro Álvares Cabral found when he arrived in the Brazilian land.

“Over the current Rio, which is moving fast to become a tupiniquim of Greece, it remains to be seen whether any of the violence - translated in reckless as well as corrupt administrations - remains of its managers against the population”.

During the text, we observe the presence of metaphors that refer to actions that take notion of river, water. Some hypotheses about the use of such terms refer to the name of the State of Rio de Janeiro, or even the surname of former governor Sérgio Cabral in comparison to that of Pedro Álvares Cabral, known for the great navigations. Here are some examples of this use:

"Corruption and administrative incompetence sink Rio de Janeiro into an endless abyss."

"The deleterious combination between administrative irresponsibility and boundless corruption made Rio de Janeiro overflow."

"It has plunged the state into absolute chaos, [...]."

"The most stupefying thing is that, just over two years ago, Rio had an ocean of possibilities to finally succeed."

The similarity between the name of the former governor with the character that History brings, as the discoverer of Brazil, allowed other uses with ambiguous meaning in sarcastic phrases like "[...] in Brazil it is robbed since Cabral".

The text also reports popular demonstrations after the arrest of Sérgio Cabral. In one of them, a demonstrator appears at the door of the Federal Police holding a sign with the words: “Je suis Sérgio Cabral na cadeia já”, performing an interdiscourse with the phrase “Je suis Charlie”, symbol to the French satirical newspaper “Charlie Hebdo”, in Paris. Using this phrase, the demonstrator seems to establish a tone of comparison between the terrorist attack in France to the acts against the State of Rio de Janeiro and its population.



Photography 01 – Protester with poster
Source: Image taken from the selected report.

The presence of the interdiscourse again can be observed in the report by citing the name given by the Federal Police (FP) to the operation that culminated in the arrest of the former governor, called “Calicute”. Not coincidentally, the same name of the expedition of Pedro Álvares Cabral to India marking the rise and fall of the navigator in the early sixteenth century.

Thus, we see in the report that, to designate this operation, the FP appealed to a city that was the scene of “hassles” of another famous Cabral. As mentioned in the report:

“In 1500, in an episode known as” The Storm of Calicute “, Pedro Álvares Cabral, the pioneer of Brazilian lands, tried to make a fortune in the Indian locality that, at the time, served as a worldwide warehouse. When landing there with Portuguese troops, Cabral wanted to negotiate the rights for the sale of spices and build a commercial post. The problem is that trade in the region was dominated by Arabs. Obviously, they did not accept the arrival of the neat competitors. There followed a clash between Arabs and Portuguese, with burned boats and hundreds of dead men. Defeated, Cabral left in retreat - never returning to Calicute again”.

The report highlights the fact that five centuries later, FP put the word again on the Brazilian map. He adds that the parallel is fair, after all, it was discovered that the

Cabral of Rio de Janeiro also acted in a kind of commerce, looting public money in the form of a bribe, according to investigations.

4. Didactic sequence

The didactic sequence follows the scheme below, based on Dolz, Noverraz and Schneuwly (2004, p. 98):

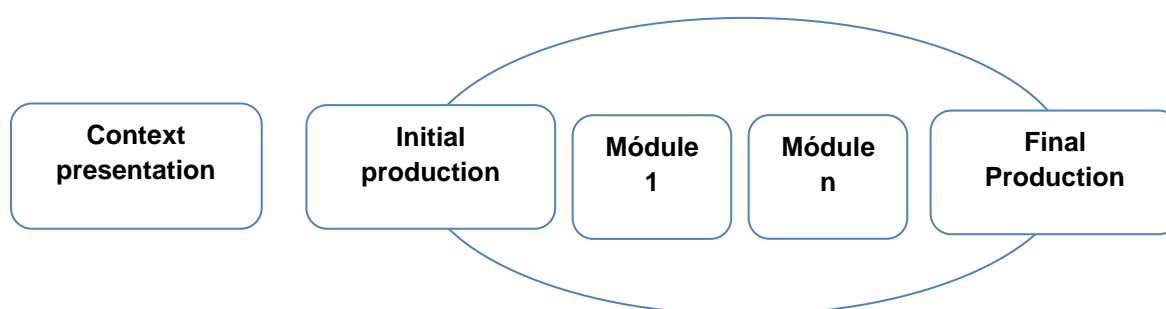


Figure 1: Schematic of the didactic sequence
Source: Dolz, Noverraz and Schneuwly (2004, P. 98)

First, the context is presented to the student in a way that he understands the situation in which the communication of the journalistic genre occurs, explaining the historical and economic moment that the country and, above all, the state of Rio de Janeiro is. In addition, all the stylistic and metaphorical resources are worked out, including the interdiscourse with the students.

After the explanation, the students are led to prepare a written text on the subject addressed, seeking to create an effect of interdiscursivity in the texts. This production will be the diagnosis for the student and the teacher, because from that it will be possible to make both of them become aware of the problems and difficulties detected. This is the moment that allows the teacher to see if there is a need or not to adapt the initially proposed activities, according to the difficulties presented by the students.

According to the problems encountered, strategies will be drawn, through different exercises, in order to fill the gaps to overcome them.

Upon reaching the final production, the student puts into practice the knowledge and experiences accumulated during the performance of the modules. For Schneuwly and Dolz (2004, p.81), the didactic model has two characteristics: a) objective with synthesis to guide the interventions that will be made by the teacher and b) determining the dimensions that can be taught. Thus, the theoretical bases presented here about the discursive genres and didactic sequences serve as support for future proposals of didactic model and activities to be followed in the classroom.

Final considerations

This proposal presented the contribution of the elements of the interdiscourse in the classroom, through the journalistic genre, starting from the conception of text as a linguistic-historical object that performs the discursiveness that constitutes it.

The relationship between discourse and context situated historically and socially is clearly inseparable. On this point, in the selected report, it was apprehended in practice how Discourse Analysis considers the journalistic genre as interdiscursive networks.

Finally, this work aimed at understanding the interdiscursivity and its effects of meaning, as well as how the specificities of journalistic work can contribute to the analysis of relations and senses that the discursive practice presents in the elaboration and comprehension of texts.

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