

# *Teaching Spoken Language Through the Text/Discursive Genre Selection Interview: a report on the implementation of a didactic sequence*

Juliana MORATTO\*  
Letícia Jovelina STORTO\*\*

\* Master's Degree of Teaching from Universidade Estadual do Norte do Paraná (UENP). Special student of the Doctorate in Language Studies at the Universidade Estadual de Londrina (UEL). Professor at the Instituto Federal do Paraná (IFPR) - Campus Ivaiporã. Contact: juliana.moratto@ifpr.edu.br.

\*\* Master's Degree (2010, CAPES scholarship) and Doctorate (2015, CAPES scholarship) of Language Studies from Universidade Estadual de Londrina (UEL). Post-doctorate in Applied Linguistics from Pontifícia Universidade Católica de São Paulo. Contact: leticiajstorto@gmail.com.

## **Abstract:**

This paper reports on the implementation of a didactic sequence which addresses the oral genre selection interview, as a support in the construction of a didactic model, focusing particularly on the evaluation process implemented. The interview was constructed as an oral genre, hence as a communicative social practice and the aim was to develop students' oral skills through activities grounded in Conversation Analysis (CA). The proposal was motivated on account of the research problem that investigates whether it is possible to develop, potentialize and optimize oral skills through the teaching and approach to text/discursive genres in high school, purposely designed for students who are concluding their technical/vocational education. From the research problem, the educational product developed encompasses a common situation to workers, whose preparation lacked a model directed at the applicant (interviewee). The integration of the oral element involved in a text production requires, firstly, a social practice that is built in a collective context, the text is produced by means of interactions. Results bespeak a more conscious learning process involving language adequacy for manifold social practices, especially for formal situations of linguistic-discursive interactions, as is the case of a selective process.

## **Keywords:**

Evaluation. Spoken language. Text/Discursive genres.

*Signum: Estudos da Linguagem, Londrina, v. 22, i. 1, p. 111-138, Apr. 2019*

*Received on: 03/19/2019*

*Accepted on: 04/25/2019*

# Teaching Spoken Language Through the Text/Discursive Genre Selection Interview: a report on the implementation of a didactic sequence

---

Juliana Moratto; Letícia Jovelina Storto

## INITIAL CONSIDERATIONS

Selection interviews circulate in society with names such as: job interview, interview for internships, and others. On account of the criteria used to conduct such interviews, the name was conventionalized as selection interview, since it is used in selective processes, in which some candidates may apply for a job or internship once they meet the requirements and/or pass previous stages of the application. This oral text/discursive genre served as a teaching tool in a technical/vocational class. To this end, a didactic sequence was developed<sup>1</sup> with/on such a genre, whose implementation endeavored to provide the students, participants of the research, a preparation for working life, by means of guidelines on how to prepare for an interview.

For the completion of this study, whose nature is applied, a bibliographic and documentary research was carried out (GIL, 2010), so as to understand the context, thematic content, compositional construction and linguistic style (BAKHTIN, 2019) of the oral genre selection interview. As the corpus of the genre analysis, five interviews were examined, a total of 17m 28s.

A great deal of the material scrutinized in the bibliographic research and employed in the construction of the didactic sequence was focused on the interviewer, addressing as research topics the way the interviewer should talk, how he/she should evaluate, select applicants etc. Therefore, the intention of the educational product implemented was to focus on the interviewee, to make him/her a candidate with a better condition of verbal interactions and greater performance when expressing him/herself formally in spoken language, since the job market is competitive, and those who are more prepared will be able to appreciate their achievements or will cope better with the frustration of not being selected.

Once the genre was explored, the didactic sequence was devised and implemented. During the workshops, photographs, recordings and diary notes were used as technical procedures for this action research. A questionnaire was also administered to the participants, aiming at verifying the evaluation process.

---

<sup>1</sup> Available at <http://bit.ly/2XroibT>. Accessed in 23 May 2019.

This article seeks to present the report on the implementation of the didactic sequence constructed. Then, the context of the study is outlined so as to describe the experience in the classroom, emphasizing, principally, the evaluation of the learning process.

## **CONTEXT OF THE RESEARCH**

The didactic sequence was constructed by means of learning workshops, which used material resources that were already available in the classroom, such as the slide projector, the room itself, desks and chairs. To complement the material needs, we used a laptop computer, speakers and photocopies of the activities organized, separately, by workshops, handed in to the participants in each workshop. For the occasion, a slide presentation was developed to be projected during the development of the implementation.

The implementation took place in a fourth-year class of the Technical Training in Agroecology at the Federal Institute of Paraná [*Instituto Federal do Paraná*], Ivaiporã campus, Paraná. The main reason for choosing the class was based on the characteristics of the students, who, coming from rural areas of Ivaiporã and region, seek technical training to become professionalized and, many times, do as part of the alumni, once they complete high school, they enter the job market. The choice was also based on the Technical Writing course syllabus, in which the course description contained items that were decisive for the choice as follows: “Interpretation of different types of text; Language use according to its function, taking into account the needs required for communication in the job market and for social and personal matters”.

The workshops occurred in ten meetings between August and September 2018, every Tuesday, from 7:30 a.m. to 9:00 a.m., with the participation of thirteen (13) students aged between 17 and 18 years. Out of the thirteen students, only one has a paid job, and two have project assistantships. The class is small due to dropouts of previous years, in which numerous students quit school to work.

## **DESCRIPTION OF THE IMPLEMENTATION**

The activities carried out in each meeting are depicted in the chart below, in which stage corresponds to the meetings, procedure refers to the materials covered with the necessary tools and the evaluative elements employed throughout the workshops.

**Chart 1 – Implementation**

STAGE	INSTRUMENTS	CONTENT	EVALUATIVE TOOLS
<b>Contextualization</b> (Meeting 1)	Approach to job vacancy advertisements;  Video: <i>Job Interview</i> – <i>Parafernália</i> Channel	Discussion on the video	Vocational Test
<b>First Production</b> (Meeting 2)	Call for Selective processes;  Job websites	Presentation of the genre	Video recording with phones, containing the production elaborated in groups
(Meeting 3)	Video recording analysis;  Computer laboratory	Résumé writing	Extra Activity – résumé
<b>WORKSHOP 1</b> <b>Getting to Know the Genre</b> (Meeting 4)	Definition of interview;  Characteristics of written interviews;  Types of interviews	Interview Genre	Completion of activities in class
<b>WORKSHOP 2</b> <b>Formal Language and Argumentative Operators</b> (Meeting 5)	Videos about formal and informal language;  Presentation of Argumentative operators;  Challenge: University Entrance – Exam Question	Formal and informal language and argumentative operators	Collective creation of posters containing argumentative operators in charts, as instructional material in class
<b>WORKSHOP 3</b> <b>Selection Interview</b> (Meeting 6)	Video: <i>Job Interview</i> , <i>Desconfiados</i> ;  Characterization of oral interviews	Spoken language in interviews	Analysis of oral and body language.
<b>WORKSHOP 4</b> <b>Discourse Markers</b> (Meeting 7)	Classes of Discourse Markers (verbal, non-verbal and suprasegmental)	Verbal, non-verbal and supra-segmental markers	Exercises about behavior; Tips to progress in a selection interview

<b>WORKSHOP 5</b> <b>Professional Ethics</b> (Meeting 8)	Video - <i>Porta dos fundos</i> ; 10 Commandments of professional ethics	Debate about the video; Analysis of the characteristics of an interview	Debate about Ethics
<b>WORKSHOP 6</b> <b>Applicant Guidelines</b> (Meeting 9)	Video: <i>Internship interview</i> – Justus; Video: <i>The interview</i> – The trainee	Applicant guidelines; Guidelines on body language, appearance etc.	Self-evaluation
<b>Final Production</b> (Meeting 10)	Recording of an interview to choose the ‘outstanding student of the class of 2018’	Interview genre	Final activity for the evaluation

Source: The authors.

The first task proposed at the beginning of the implementation of the educational product was a set of questions about what students do outside of school. Out of the eleven (11) students who attended the class on that day, only one works part-time, without an employment contract and gets a salary lower than the minimum wage. Then, the focus turned to the tasks he performs in the office where he works. According to him, he was not interviewed, but was indicated to the job and was chosen, because of the friendship between the employer and his father. He also reported that working part-time did not affect his school performance. Three (3) students went through selection interviews to participate in projects in the institutions they study; two out of these three got an assistantship and one did not.

The activities sought to investigate the labor context of the students’ parents and family members, most of the students signaled someone in the family who is unemployed or that they know people in such condition. At that moment, their facial expressions changed, and they looked concerned. By the discussion, we noticed that professional placement is a necessity, something that contributes to the number of school dropouts.

When questioned about the work options in Ivaiporã, the class does not expect that there are jobs for everyone, only for the best ones. And who are the best? “Those who have studied,” they replied. They expressed the feeling of unpreparedness for the job market, yet they all agreed on that fact that they will work once they conclude high school and they believe that the vocational/technical training will be an advantage.

In order to check whether they were ready or not, they took a vocational test with questions about employability. They had to know how much they were prepared, and the results indicated that nine students were below 30 points; only two scored 31 to 40 points.

That is, most were still unable to manage their own careers. Below is the test score table (found in the educational product<sup>2</sup>), which was posted on the classroom posters so the students could see the results and get motivated.

### Chart 2 – Vocational Test Scores

FROM 51 TO 60 POINTS - You are attuned to many of the changes that led to this conceptual neologism of employability. You have studied, read and have been recycling yourself and you seem not to fear the future, because you are aware that it is in your own hands. Congratulations!

FROM 41 TO 50 POINTS - Your possibilities or your degree of competitiveness in the job market is on the rise. You've been changing ... and growing. There is little left for you to consider yourself an "employed" professional, or able to successfully manage your own career.

FROM 30 TO 40 POINTS - You are in a "danger zone", you may be missing some readings and basic guidelines. But there's a good chance that you can recycle yourself quickly. Run as hard as you can, because competition in the job market is fierce. Companies need more recycled professionals than ever before, with an open mind and willingness to change. Even if you have not missed opportunities, employment, for example, they may begin running out for you at any time. Watch out!

BELOW 30 POINTS - It's time to wake up. The world is undergoing profound transformations in the rise of information technology and this affects or will soon affect, crucially, your professional life. You not only do not yet know what employability is, as it seems - you have not bothered to access the new information. Apparently, you are one of those people who still believe that you can enter a company, have a career without ambitions and retire there. Wake up!

Source: Adapted from CE Vivendo E Aprendendo (2016).

Then, the students were asked where they should start looking for a job, a question to which they had no answer. In order to tackle this, a call for selection (guidelines in an official notice) was presented to the group so that they could understand a selective process composed of a "selection interview" as one of its stages. Thus, the students were able to know about the type of employment contract offered, the professional requirements for each position, such as professional experience and training, where they should send their CVs to and where they could find the further information (officially published) of the rules of the selective process.

Furthermore, they read the evaluation criteria of the such process that informed the instruments and techniques employed in the whole process, the aims and the scores for each category. The set of instruments consisted of: a) résumé analysis; b) written technical test; c) writing; d) group dynamics; e) practical technical test; f) mock class with a lesson plan; g) psychological evaluation (tests and interview); and, finally, h) functional and

---

<sup>2</sup> Cf. note 1.

informative evaluation. The participants were surprised once they realized the importance of an interview throughout the process, the level of difficulty of the criteria also caught their attention.

In this case, the interview aimed to obtain more consistent information about the candidate, about his/her personal and professional life and behavior. Therefore, the applicant who went through such stage would be judged as able or unable to perform the function. We noticed some discomfort when they learned that inaptitude could stem from the behavior aspect, so that moment was used to discuss questions about language. Would the use of a colloquial language be a disadvantage or not? Which non-standard language and slang could be avoided? Could regional accent hinder your approval? These questions revived a type of knowledge which the students deemed unsuitable, and the conclusion was summarized by the word: adequacy.

Complementing the information about the selection process, some online job pages were accessed to teach them how to filter the search for jobs by keywords, by city, by job position, etc. The students were also able to handle some local newspapers, job search and job offer advertisements, and thereby they could establish a connection between their skills and the offers in the job market. At the end of this activity, it was possible to perceive that they understood the seriousness of a selection process and that it was important to choose a job position according to their affinities, but, mainly, they observed that being prepared for the moment of the interview can have a very positive impact on the success of the application.

The second meeting began with the discussion of a comic/critical video (PARAFERNALHA, 2015) that reveals how interviews may be dishonest (in some cases), yet they were able to observe the behavior of the applicants and give their opinions about the recruiter's attitudes. The purpose of this exercise was to think about the social criticism attributed to the event, grounded in the content of the video. Then, there was a reenactment of the video in class, in which the students gave the end that seemed more appropriate: the candidate being hired on account of her own merits.

We handed out the guidelines on job interviews and on how to record the video for the first production, in which everyone should participate as interviewees. The groups got together, split the tasks, worked on the questions to be asked, etc. Thus, they were supposed to send the material by email to the teacher, so that she could watch and keep it for her records.

Following the second meeting, the students were taken to the computer lab (Figure 1), where they were able to prepare their curriculum vitae, which was regarded as an evaluative activity in the process. As a result, they began preparing themselves for new social practices, they went through a self-knowledge experience, learned the main topics of a résumé, and had their questions clarified with respect to writing it.



Source: Personal Archive.

**Figure 1** – Individual production of *résumés*.

The third meeting was used to watch the videos containing the simulation of the selection interviews, done by the students in groups, which allowed each student to self-evaluate and be evaluated by the class. Some were shy and others more extroverted, there was some preparation for recording the videos and the replies were well-rehearsed. There were multifarious reactions while they were watching the videos, at first most of them laughed, then some were embarrassed, and finally they could understand the whole process. One of the students was invited to evaluate his colleagues using an individual form with pre-established criteria for the activity. His duty was to choose one of the candidates to work for his “imaginary company”, in the fairest and clearest way possible.

From the fourth meeting on, the workshops began. The first one tried to progress in terms of the constituent elements that structure an interview, whose main concepts and functions were previously covered and already known by all. To encourage the study, they read an interview conducted by Rubem Braga to Machado de Assis and completed a sequence of exercises about the topic. Thus, the discussion on the characteristics, context, roles, degree of formality, recipients could be deepened.

Workshop 2 aimed to reflect upon the social importance of using formal language and argumentative operators. We presented videos that associate language with workplace (TAVARES, 2017), and the students understood that professionals adapt their language to the person with whom they speak, to the environment and to other interactional factors. Some exercises about language were proposed, and, finally, a video featuring a motorcyclist was shown, which opened a discussion on language use breakdowns and how this interferes with communication within a business context (LUQUE, 2016). With this in mind, the students concluded that speaking well means knowing how to speak in a particular socio-discursive context.

In the fifth meeting, the approach to argumentative operators was resumed. In order to help students to memorize the content, they were invited to set groups and produce



a poster with all the operators, which was put on the classroom wall as instructional material. Some questions were clarified regarding the use of simple and compound operators, with examples provided orally, according to the situation. This was the workshop that had more questions to be clarified and resulted in the lowest scores in the self-assessment test (proposed by the formative evaluation perspective as one of the evaluative instruments), given the abundance of operators and their absence in the texts produced by the students, which they associated with poor vocabulary. One of the participants stated that arguing, persuading, expressing opinions is not an easy task, even though he completed a wide variety of exercises to help him memorize the topic.

The next meeting was Workshop 3, whose objective was to know the main characteristics of the oral genre “selection interview”. In order to provide support to the content, the students watched a job interview video (DESCONFINADOS, 2017) twice: in the first time, the students regarded the candidate’s behavior as strange; the second time was accompanied by an evaluation form containing items that constitute the pattern of interviews for job selection. The answers were confronted, discussed, and they concluded that interviews are an evaluative event, in which not only language makes difference, but the person as a whole. Elements such as body language, facial expression and tone of voice were the most mentioned topics in the task.

Then, an exercise drew the attention of everyone. A job offer in an advertisement page was projected and analyzed on a case-by-case basis. The task consisted in reading and sharing any questions that could arise when the research participants were interviewed, but in fact they just reflected a lack of knowledge. The way the job is posted in the newspaper with a succinct text, with several acronyms (TP, MT, CV)<sup>3</sup> and terms of human resources vocabulary (HR), were mentioned as one of the main difficulties in reading the advertisement. The task enabled the students to dwell upon the rights and duties of the worker, to analyze the conditions and requirements, and, above all, to think about whether or not they were willing to get such job under those obligations, and to put themselves in the shoes of a head of the family or a young adventurer. Here, we could discuss the seriousness of responsibility. The students had not realized the context with regard to the needs supported by the salary people get, based on their efforts.

To conclude, everyone was invited to do a self-analysis, listing their strengths and weaknesses, and then share them with the class. The boys were more objective and answered the list with few words and in less time; the girls struggled to express their weaknesses, to argue both positive and negative points, and they needed to count on other girls’ opinions to answer or reproduce discourses they hear at home: “you are lazy and useless.” The completion of the exercise indicated low self-esteem, reflecting on who they really think

---

<sup>3</sup> TP= transit pass, MT= meal ticket, CV = curriculum vitae.

they are. This also demonstrated that they need the other to understand themselves, the girls were tied to third-party judgment to accept themselves, the other determined the way they see themselves.

Workshop 4 aimed to advance the studies on discourse markers, their categories, their uses, their importance, and to conduct a behavior evaluation with students' help. After a sequence of exercises on verbal and non-verbal resources, questions were raised about body language, which conveys a message about the person, and sometimes one is not very aware of the impacts of such body language on a conversation. Teacher behavior was also mentioned, since it is regarded as an easy target to be observed: such as touching their hair or changing facial expressions when they are angry. According to the students, supra-segmental language resources had not been previously addressed in class; so the students said they were very happy to do exercises and to pay attention to the way they speak, noticing intonation, long sounds, rhythm changes and pauses. Finally, a lengthy discussion on the word "like" caused some discomfort, as many students overuse it, however they agreed that the term may be replaced by another content-based word in the context it is used.

Professional ethics was the topic covered in workshop 5. Although they had already heard of ethics, the examples given were from television programs, and the students failed to exemplify any case of lack of ethics with family workers. Through the reading of the chronicle entitled "Job Interview", they perceived the prejudiced nature of the employer, allowing the discussion to begin with the objectives of the company. Thus, professional conduct stood out, and students were able to list ethical attitudes at work, such as "not stealing and respecting the boss."

The sixth and last workshop was entirely based on the applicant's preparation for the interview. Through the content of a television program in which the interviewer was also the employer and did a thorough analysis of the interviews of all candidates, who were applying for an internship at one of his companies (JUSTUS, 2012). At that moment, with a critical look, the students pointed out the strengths and weaknesses of each candidate and agreed on the comments made by the interviewer.

To test the students' knowledge of personal image, a quiz was projected, so that they could choose the best option, that is, the most appropriate one to attend an interview. Among the options were: female costume, male costume, haircut, makeup and accessories. In this regard, we read some recommendations for the candidate, which included: punctuality, cordiality, dress and body language. Some practical activities led the students to look more closely at the details of the messages conveyed by their speech and their body language. At this point, we noticed that the students got more mature in terms of the topic learned, and, as it was valued during the exercises, they were really motivated to give their best when the focus of the interview is on them and not on the interviewer.

Once the implementation of the didactic sequence was detailed, it is time to present the evaluation theory upon which this study draws, in order to discuss the evaluation process carried out in the research.

## EVALUATION

Formative evaluation makes it possible to conceive students and the teaching/learning process as evaluated objects, besides allowing teachers to reflect on and analyze their pedagogical work in the classroom and to reconsider theory and practice to meet students' needs.

When analyzing the evaluation, one stops centering exclusively on the results obtained and focuses primarily on the teaching/learning process, both of the group/class and of each student. On the other hand, the subject of the evaluation not only focuses on the student but also on the team that participates in the process. (ZABALA, 1998, p. 198)<sup>4</sup>.

The essence of this type of evaluation dovetails with the didactic sequence proposal, which starts from the student's prior knowledge followed by his/her progress, whose elements employed were self-evaluation, regulatory evaluation, concluding with the summative evaluation<sup>5</sup>.

In his book *The Educational Practice: How to Teach (A prática educativa: como ensinar)*, Zabala (1998) teaches us that the didactic sequence, implementation and evaluation are all tools of the reflexive intervention. Therefore, they turn out to be a unit of pedagogical intervention with the methodological variables necessary for an educational practice. Sequences of activities or didactic sequences (for the author, there is no distinction between the terms) allow "study and evaluation from a procedural perspective, which includes planning, implementation, and evaluation phases."

From this perspective, the following elements stand out: regulation of teaching and learning, self-evaluation and feedback.

Regulation is part of the action that adjusts the teaching and learning processes carried out by the teacher in circumstances in which his/her intervention is proven necessary to overcome students' difficulties and promote a search for knowledge. Self-evaluation consists of using the student's ability to overcome his or her mistakes and devise strategies to achieve their goals. Feedback indicates where the students got a point right/wrong, the teacher makes them aware of their failures, explains how and why they are justified, and indicates how to progress. "All formative evaluation is based on the assumption, grounded in research evidence, that the planned intervention of the teachers can create a learning

---

<sup>4</sup> "Quando na análise da avaliação deixa de se centrar exclusivamente nos resultados obtidos e se situa prioritariamente no processo de ensino/aprendizagem, tanto no grupo/classe c como de cada um dos alunos. Por outro lado, o sujeito da avaliação não apenas se centra no aluno como também na equipe que intervém no processo".

<sup>5</sup> Zabala (1998, p. 196) includes individual and collective processes.

environment that allows students' engagement, which is necessary for real learning.” (GREGO, 2012, p. 90).<sup>6</sup>

The continuous nature of the evaluation could be perceived throughout the process of the workshops proposed by this research study, which encompassed several types of exercises, as well as individual and collective productions. In the end, formative evaluation will offer an overview of the process, which serves feedback purposes and reveals the learning progress. In this respect, it is possible to perceive what is necessary to continue moving on, since this perspective is more concerned with the process than the result.

The type of evaluation employed in this work was chosen for its non-static characteristics. It was carried out during the implementation of the educational product in a continuous way, articulating the objectives of the genre to the stages of each workshop. Given that, formative evaluation promotes the analysis of each step and the needs for students' adequacy, enabling the teacher to intervene when necessary. “Although teaching and learning are closely linked and are part of the same unit in the classroom, we can clearly distinguish two evaluable processes: how the student learns and how the teacher teaches” (ZABALA, 1998, p. 196).<sup>7</sup>

The success of the practice of this type of evaluation rests, *inter alia*, on the relationship between teacher and student, where “an atmosphere of cooperation and companionship is the best way we can carry out an evaluation that intends to be formative” (ZABALA, 1998, p. 210). From this coexistence and the articulation between teaching and learning, important aspects could be considered and re-signified, as well as language in its adequacy, formality, argumentation and discourse markers; as well as the social dimension with respect to reflections on the value of work, preparation to enter the job market and matters as of professional ethics.

Thus, formative evaluation was an integral part of the educational product, capable of aligning students' intrinsic knowledge with the planning of the workshops, concomitant with the monitoring of the evaluative tools. Positing that evaluating is necessary, Grego (2012) corroborates that this evaluation helps the student to learn and the teacher to teach.

Nevertheless, all information about formative evaluation would not make sense if the role of the teacher was not rethought. Zabala (1998) asserts that in order for the pedagogical practice to be successful, the teacher needs to be more than the mediator of contents; instead, the one who provides information, contributes to investigation, promotes knowledge exchange, demands and supervises and fosters self-esteem.

---

<sup>6</sup> “Toda avaliação formativa parte igualmente da convicção, baseada em evidências de pesquisas, de que a intervenção planejada dos professores pode criar um ambiente de aprendizagem que possibilita o engajamento do aluno, necessário a uma real aprendizagem”.

<sup>7</sup> “Apesar de que ensino/aprendizagem se encontrarem estreitamente ligados e fazerem parte de uma mesma unidade dentro da aula podemos distinguir claramente dois processos avaliáveis: como o aluno aprende e como o professor ou professora ensina”.

The stages that constitute the formative evaluative model are three: initial, regulatory and integrative evaluation.

The initial evaluation is the first phase of the process and consists in diagnosing what each student knows, serving as a starting point for new learning. In effect, the result obtained will be used by the teacher, who will relate them to the objectives and the learning contents planned, in order to “establish the type of activities and tasks that should favor the learning of each one,” says Zabala (1998).

The stage known as regulatory evaluation refers to the “knowledge of how each student learns throughout the teaching-learning process, so as to adapt to the new needs that arise” (ZABALA, 1998, p. 201). During the process, measures are employed to readjust the learning process, and these are exactly the fruits of the analysis and reorganization of the work based on the interpretations provided by students’ successes and drawbacks.

The final step refers to the integrative evaluation, construed as a general evaluation that covers the process, which starts from the “initial knowledge” (initial evaluation), shows the path followed by the student, the specific measures that were taken, the final result of the whole process” (ZABALA, 1998, p. 201) and only then it is time to outline what needs to continue or what needs to be done again.

## **EVALUATION OF THE DIDACTIC SEQUENCE**

This analysis presented two evaluation objects: the student and the teaching/learning process, and the steps proposed apply to both. The organization of the stages includes initial, regulatory and integrative evaluation, which are particularly interwoven. “A true formative evaluation is necessarily accompanied by a differentiated intervention, and what this implies in terms of means of teaching, organization of schedules, organization of the class group, even in terms of radical transformations of the school structures.” (PERRENOUD, 1999, p. 15).<sup>8</sup>

The choice of the evaluation instruments was intended to cover a wide range of capacities to be developed and also the contents that will be evaluated. Hence, activities such as individual and collective observation, completion of exercises, reading of different texts, reflective activities on videos, résumé writing, argumentation, simulation of interviews and video production are part of the evaluative elements to verify the degree of learning.

The implementation process allowed the teacher to intervene in several moments, adapting the exercises and reinforcing contents when necessary. Such practice proved to be

---

<sup>8</sup> “Uma verdadeira avaliação formativa é necessariamente acompanhada de uma intervenção diferenciada, com o que isso supõe em termos de meios de ensino, de organização dos horários, de organização do grupo-aula, até mesmo de transformações radicais das estruturas escolares”.

very effective, bringing forth data that allowed control and sequence throughout the evaluation process. The following steps make up the formative evaluation deployed during the implementation of the educational product.

The initial evaluation was elaborated in the second meeting with the class and “it consists of knowing what each student knows, knows how to do and is, and what he/she can know, know how to do or can be, and how to learn it” (ZABALA, 1998, p. 199)<sup>9</sup>. Such knowledge served as a starting point for the workshops; it was by the activity suggested for the video recording in groups that the students presented their knowledge, providing references for the continuation of the work. At the time of production analysis, some questions served as indicators of students’ prior knowledge, such as: *What experiences did they have? What are they capable of learning? What are their interests? What are their learning styles?*

The regulatory evaluation is of utmost importance to the monitoring of learning. Through such evaluation, the students developed activities related to the genre covered, “the knowledge of how each student learns throughout the teaching/learning process, to adapt to the new needs that arise [...]” (ZABALA, 1998, p. 200)<sup>10</sup>. The activities suggested for this stage were to answer the vocational test, the production of curriculum vitae (Figure 4), the construction of posters (Figure 5), discussion and reading with text interpretation. It can be affirmed that this stage served the function of systematizing the knowledge constructed in the progress, checking the results obtained, analyzing the progress that each student made, in order to consider their specific characteristics.

The final integrative evaluation aimed at “analyzing the knowledge of the results obtained and analyzing the process that the student made” (ZABALA, 1998, p. 200)<sup>11</sup>. For such aim, a self-evaluation form was administered to the students to reflect upon their learning and behavior and also the contest “Outstanding Student of the class of 2018” was proposed, so that the students could experience a similar situation to the selection interview. By means of an evaluation form, a guest trainee completed the scores established for each response, which made it possible to record new videos (Figure 6) and compare them to the first ones.

---

<sup>9</sup> “consiste em conhecer o que cada aluno sabe, sabe fazer e é, e o que pode chegar a saber, saber fazer ou ser, e como aprendê-lo”.

<sup>10</sup> “o conhecimento de como cada aluno aprende ao longo do processo de ensino/aprendizagem, para se adaptar às novas necessidades que se colocam...”.

<sup>11</sup> “analisar o conhecimento do resultado obtido e a análise do processo que o aluno seguiu”.



Source: Personal archive.

**Figure 2** – Video recording, final production

The self-evaluation form was created in order to promote a self-reflective exercise concerning the learning process after the completion of the workshops. It contains three criteria of choices: E (excellent), S (sufficient) and I (insufficient), as shown in the following figure. The questions concern actions in the first person singular except the last one, since it is directed at the student as a way of questioning his/her evolution of the learning process.

**Chart 2:** Evaluation Form

**SELF-EVALUATION- IMPLEMENTATION OF EDUCATIONAL PRODUCT  
SELECTION INTERVIEW TEXT/DISCURSIVE GENRE**

Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Instruction:** Read the criteria carefully. Once you reflect on your learning process, check the option that best suits each situation.

Product	Criteria - Based on the workshops	Item		
		E	S	I
<b>Initial production of video</b>	I could know some of the main questions asked in an interview.			
<b>Workshop 1-</b> Getting to know the genre	I learned the structure of an oral/written interview.			
<b>Workshop 2-</b> Formal Language and Argumentative Operators	I learned the importance of formal language use in certain moments. I learned how to use several operators in argumentative circumstances.			
<b>Workshop 3-</b> Selection Interview	I could explore the stages of a selection interview.			
<b>Workshop 4-</b> Discourse Markers	I could understand verbal, non-verbal and supra-segmental discourse markers.			
<b>Workshop 5-</b> Professional Ethics	I could reflect on ethical attitudes in the workplace.			
<b>Workshop 6-</b> Applicant Guidelines	I got guidelines on image			
<b>Final production of video</b>	I got prepared for an interview. I did my best!			
	<b>Do you think you have learned something important compared to your initial knowledge of selection/job interviews?</b>			
Comments and Suggestions: _____ _____		Description: E- Excellent S- Sufficient I-Insufficient		

Source: The authors.

Seeking to make the aforesaid practice more real to the development of learning, we decided to conduct a contest to choose the “Outstanding Student of the class of 2018”. The purpose of the activity was to combine the theory covered with practice, in which the students were challenged to show what they had learned. From an evaluation form containing twenty questions (Chart 3), specially designed for the contest interview, all the students were invited to participate in the selection.

**Chart 3 – Interview script**

INTERVIEW SCRIPT	SCORE: 0-5
1. Please, introduce yourself.	
2. Tell me a little about yourself.	
3. What are your weaknesses?	
4. Give 3 examples of your strengths.	
5. Why are you interested in becoming the outstanding student?	
6. Why should you be chosen to be the outstanding student?	
7. How do you distinguish yourself from the other candidates?	
8. How do you handle pressure/stress?	
9. How do you handle criticism?	
10. Where do you see yourself in 5 years?	
11. What is your greatest accomplishment?	
12. Do you think you are qualified for this position?	
13. What is your dream job?	
14. Which animal would you like to be?	
15. What was the last book you read?	
16. Would you rather study alone or in a group?	
17. How do you usually handle difficult situations in class?	
18. What do you think your classmates think about you?	
19. What motivates you to study?	
20. What has been the greatest disappointment in your class?	

Finishing (closing and farewell)

TOTAL

Source: The authors.

A Social Work freshman student from Fatec (Technology College) of Ivaiporã was invited to be the interviewer, since interviewing is in the curriculum of the Social Work program, it is, hence, a mandatory study for social workers graduated from the institution. In this way, it was possible to avoid that the teacher-student relationship could interfere in the choice of the contest winner.



The interviewer's role was to receive the candidates, interview and grade them from 0 to 5 for each answer. At the end, by summing the scores of all the candidates, we knew that the winner would be the one whose score was the highest, on a scale of 0 to 100. The suggestion of the activity is in the educational product and in case another teacher wishes to implement it, he/she only needs to make the necessary adjustments.

The first set of questions tries to make the first contact, "break the ice", incentivize the candidate to tell a little about his/her life, routine, to present his/her qualities, to stand out, based on the first impression caused by his/her personal image. The second part endeavors to know how the candidate reacts to some common everyday situations and links this to the student's professional and personal future, aiming to establish a positive/optimistic view on an active individual, who has occupied or seeks to occupy his/her space in society. The third set of questions delves into individual behavior in collective situations, how one handles that and attitudes of acceptance or rejection in conflicting situations. In the form, it is possible to take notes on the candidate's behavior/speech/gestures that caused some positive (or not) surprise, which are worth noting. Consequently, all of this was considered in the analysis and final scores and may even serve as a tiebreaker criterion.

At the end of all the interviews, the scored were summed and, thus, the result was known. The student chosen was the one who obtained the highest scores and performance in the activities and interview (Figure 3) and he received as an award the certificate of "Outstanding Student of the class of 2018" and a meal from the school cafeteria.



Source: Personal archive.

**Figure 3** – Outstanding Student of the class of 2018

The evaluation grid (Chart 4) was adapted from Zani's (2017) proposal for "oral communication" genre, given that many indicators are common to oral genres, as they

concern spoken language use. The criteria selected address specific elements of the approach to genres listed in the didactic modeling developed specifically for the occasion, in which Conversation Analysis go hand in hand with the language activities theorized by Bronckart and text/discursive genres. The grid presents the following evaluation items:

- a) Context of production: evaluates the contextual characteristics of the interview genre, the exact moment in which the student takes the candidate position and acts as such.
- b) Planning: evaluates the main discursive characteristics of the interview employed in the didactic model, according to Barros' proposal.
- c) Textualization: evaluates the linguistic-discursive characteristics presented by the candidate at the time of the interview, it is also part of the didactic model.
- d) Paralinguistic means: linguistic-discursive characteristics, only for oral genres.
- e) Personal image: related to the work sphere.

**Chart 4:** Evaluation grid of the Selection Interview genre

Name: \_\_\_\_\_ Production:  Initial  Final Date: \_\_\_\_/\_\_\_\_/2018

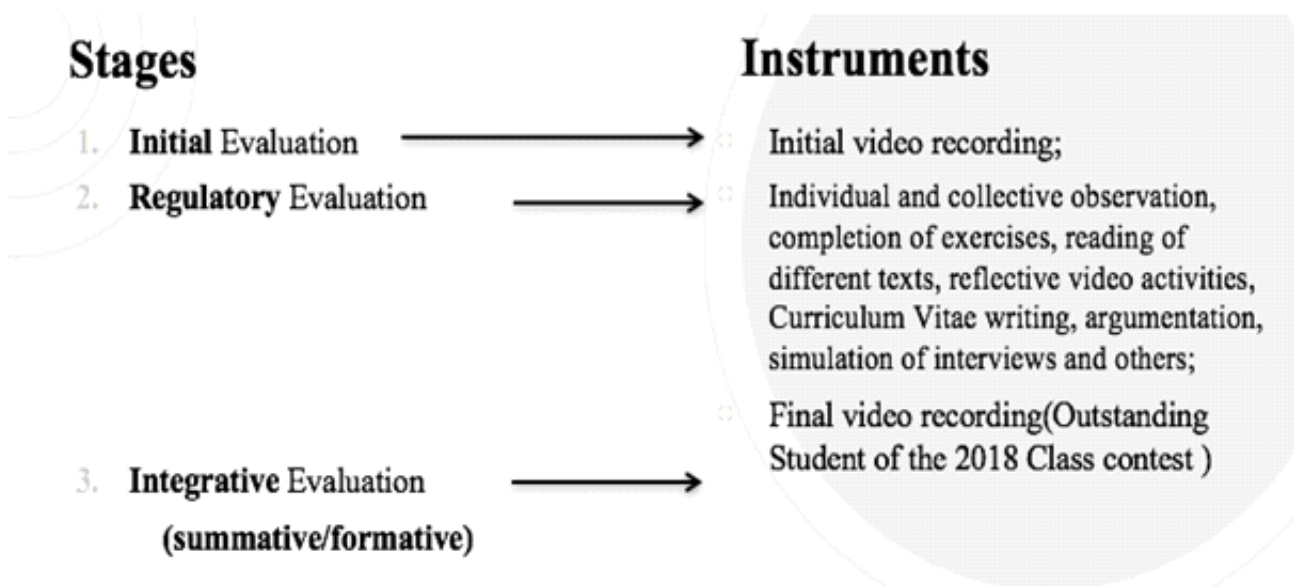
CRITERIA	INDICATORS	Scores		Scores	Evaluation
		Initial Production	Final Production		
a) Context of Production	1. Takes the interviewee/applicant position			/2	/10
	2. Considers the interviewer/interlocutor			/2	
	3. Achieves the aims of the interview			/4	
	4. Follows the time established for each question			/2	
b) Planning	5. Opening (initial salutation)			/2	/10
	6. Incentivizing introduction (attention-grabbing) eye to eye			/2	
	7. Answers the questions confidently			/2	
	8. Thanks the opportunity, and uses the time to ask questions			/2	
	9. Closing (farewell)			/2	
c) Textualization	10. Use of markers and discourse structures			/2	/15
	11. Use of argumentative operators			/3	
	12. Speaks clearly and objectively			/3	
	13. Use of formal language			/3	
c) Paralinguistic means	14. Good voice quality			/2	/10
	15. Controlled breathing, Controlled rhythm (variations). Fluidity			/2	
	16. Expressive intonation			/2	
	17. Controlled gestures and mime (body and face)			/2	
d) Personal Image	18. Posture			/2	/5
	19. Appropriate personal image (hair, costume and accessories)			/2	
	20. Professional image (ethics, honesty, adequacy to the environment)			/3	
				<b>TOTAL</b>	<b>/100</b>

Source: Adapted from Zani (2017).

By comparing the scores of the productions (initial and final), it is possible to quantify the performance of the candidate and, with the score obtained by them, to know whether there was any progress and, by calculating a simple arithmetic mean, to obtain a final score that mirrors the evaluation of the didactic sequence, encompassing all the stages

of their formative process. The evaluation hence fulfills its formative and continuous purposes, combining the knowledge brought by the student, his/her partial performance, with the criteria elaborated in the didactic sequence, integrating the phases in the evaluation grid, in which it is possible to quantify and qualify the objects of study, that is, both the individual and collective performance of the students, as well as the teaching/learning process.

The following figure succinctly depicts the steps and instruments used in the implementation of the educational product, which allowed the analysis of the collective and individual performance of the participants:



Source: The authors.

**Figure 4** – Stages of formative evaluation

At the end, it was possible to outline an individual and collective performance profile by means of electronic spreadsheets, to construct graphs which parsimoniously assisted the process of interpretation. From that point on, the teacher is expected to do his/her analysis and elaborate an action plan, in case the results are not satisfactory. Evaluating an oral genre is a task that requires care and, above all, criteria. From the intention to the production, goals are split into direct and subjective.

The didactic sequence was concluded when the students received a 20-hour certificate, issued by IFPR (figure below), for their participation in the implementation of the educational product.



Source: Personal archive.

**Figure 5** – Students holding their certificates

## RESULTS AND DATA DISCUSSION ON EVALUATION

In the following paragraphs, we provide the evaluation tools used during the implementation of the educational product and the data quantified for better understanding.

The subsequent table portrays the results of the self-evaluation done by the students, 13 students were evaluated *in toto*, of which 57.26% of the answers indicate that their learning was excellent, 40.17% was sufficient and only 2.57% was insufficient. From the table below, one can notice that Workshop 5 was the most outstanding with 10 excellent evaluations (76.92% of the participants) and 3 sufficient (23.08% of the participants).

**Chart 5** – Self-Evaluation Results

SELF-EVALUATION	E	S	I	Total
Initial Production	9	4		13
Workshop 1	6	7		13
Workshop 2	7	6		13
Workshop 3	9	4		13
Workshop 4		10	3	13
Workshop 5	10	3		13
Workshop 6	9	4		13
Final Production	6	7		13
Learning	11	2		13
Total	67	47	3	117
%	57,26%	40,17%	2,57%	100%

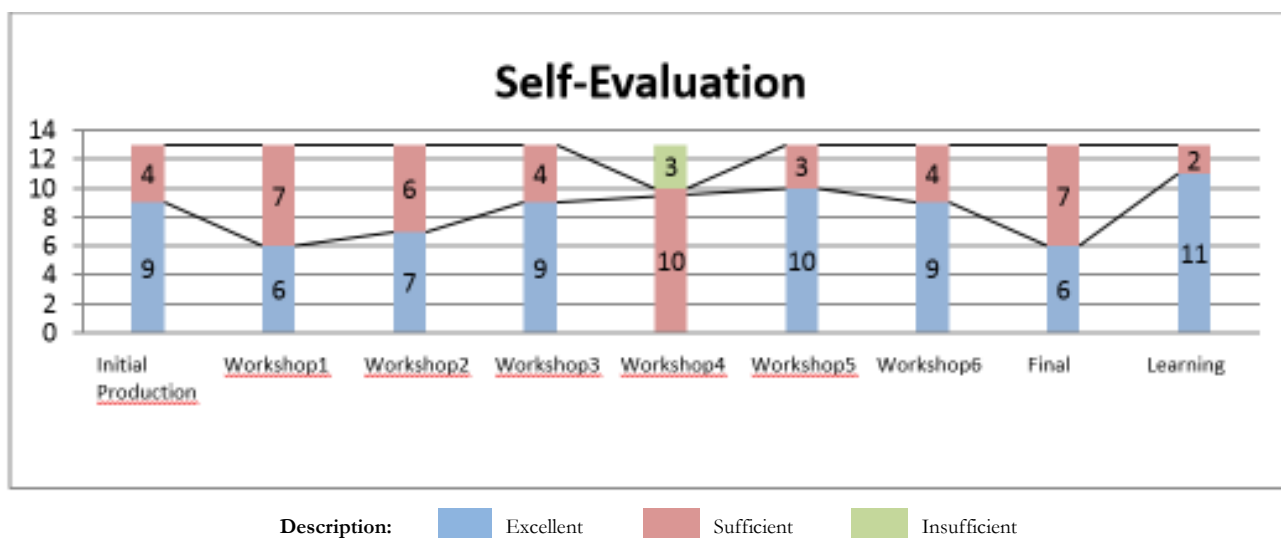
Source: The authors.

Description: E (Excellent), S (Sufficient), I (Insufficient).

The results of the self-evaluation were positive in the final phase of the implementation, the items evaluated placed the students in learning situations as integral and responsible members in the process, who had real experiences of language use for meaningful communication.

By looking at the numbers in Chart 5, one can observe that Workshop 4 posed the lowest learning performance, according to the participants in Graph 1, with 10 sufficient evaluations (76.92% of participants) and 3 insufficient (23, 08% of participants). This analysis is very useful to start the action plan and to resume content that has not been satisfactorily learned.

As Graph 1 indicates, only Workshop 4 had low learning performance, according to the students. The evaluation placed in the insufficiency column does not mean that the workshop was a failure or that there was no learning whatsoever, as 76.92% of the participants assured that they had enough learning. By reflecting upon the 23.08% evaluation, one can attribute its expressive result to numerous problems found with real students of any classroom, such as absence on the day of the workshop, manifold learning difficulties, inattention, lack of interest or even personal problems.



Source: The authors.

**Graph 1 – Self-Evaluation Results**

When going over the question “Do you consider that you learned something important compared to your initial knowledge of selection/job interviews?”, 11 participants checked excellent (84.62%) and 2 sufficient (15.38%).

By alluding to the objects evaluated, one can state that 97.43% of the class considered their learning process to be excellent or sufficient, which can be assumed that the objectives proposed by the educational product for the teaching/learning process were achieved. As

Graph 1 suggests, most students contended that they learned the contents in an excellent way.

For the “Outstanding Student of the 2018 Class” contest, all students in the class were interviewed in a space reserved for studies inside the library of the institution in which they study. In the room, there were the interviewer, the teacher and the interviewee, who went to that place to ensure privacy and their individuality.

As Chart 6 displays, once the questions were answered, the interviewer summed the scores from 0 to 5 for each question answered, totalizing 100 points. The majority of participants had scores above 60, specifically 12 of them, only 1 got a lower score, on account of his nervousness (Student 9).

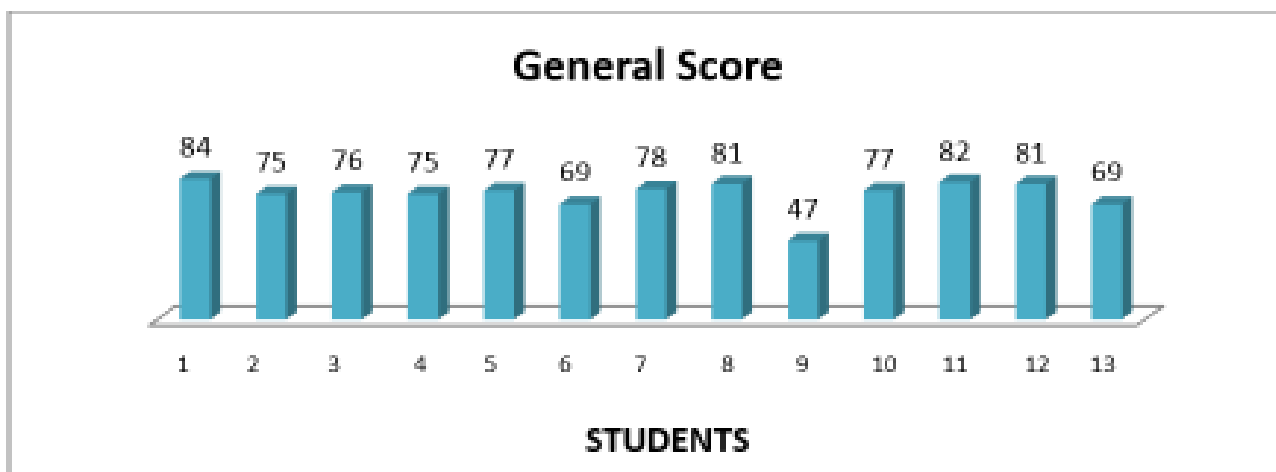
**Chart 6 – Results of the Outstanding Student of the 2018 Class contest**

Scores for the Contest	
Students	General Score
Student 1	84
Student 2	75
Student 3	76
Student 4	75
Student 5	77
Student 6	69
Student 7	78
Student 8	81
Student 9	47
Student10	77
Student 11	82
Student 12	81
Student 13	69

Source: the authors.

It was possible to notice that all the students were intimidated in front of the interviewer and the camera, showing concern in providing a good interview. In general, they had good posture, adequate costume, care with appearance, adequate tone of voice, quick response to questions, appropriate language, respect for turn-taking, attentive listening, had their elbows on the table and controlled hand gestures.

Once the history of above-mentioned participant is known, one can point out a characteristic applied to students who skip classes frequently, the unwillingness to get involved in certain activities, as they do not know the content covered in the previous class. The low performance of this student can be confirmed by Graph 2, which the other 12 students scored over 60 points and have no history of successive absences.



Source: The authors.

**Graph 2** – Results of the “Outstanding Student of the 2018 Class” contest

The candidate with the highest score (Student 1) was the contest winner scoring 84 points, as exhibited in Graph 2. We could observe some characteristics with respect to his behavior: firm voice, sincerity in admitting that he contributes to the mess in the classroom, humbleness in saying that he likes to help his classmates, a sense of collaboration. The student pointed out his qualities: punctuality, honesty and joy; he showed a sense of responsibility in imposing himself as vice president of the class, he showed good memory when he remembered the last book he read “The tree that gave money” in 2014 and used argumentation to explain his choice for the dog as an animal he would like to be due to its loyalty.

This analysis attests to the teacher that the whole process was very satisfactory and that it is possible for the student to make up for the bad results with alternative tools, designed from the elaboration of an action plan with effective flexibility of contents, aligning with the objectives outlined for the workshop.

The score presented in Graph 2 confirms the individual progress during the workshops. The students were provoked to know their social situation, their relation with themselves and the relation with others. They were guided to establish reachable job goals, so that they could understand better how such goals impact the successes and frustrations that the pursuit of an “ideal job” brings forth. Zabala (1998) complements such premise, asserting that “the use of provocation by comparison is only useful when goals are reachable, besides being a partial solution that gives rise to other problems.”<sup>12</sup>

The summative evaluation grid for comparison was inspired by Zani (2017) who, aiming at a way to evaluate oral genres, specifically oral communication, elaborated it as part

<sup>12</sup> “o recurso da provocação mediante comparação só é útil quando as metas estão a seu alcance, além de ser uma solução parcial que origina outros problemas”.

of her doctoral thesis. Adaptations were made in order to adjust the proposal to the genre analyzed. Consequently, to complete the grid, it is necessary to analyze the productions of the didactic sequence, initial and final, to establish a score for each, according to certain criteria. Each production totalizes 50 points, concluding the summative part of the formative evaluation, as the sum of the scores of the two productions reaches 100 points, as displayed in the table below.

**Chart 7** – Comparative grid of initial and final evaluations

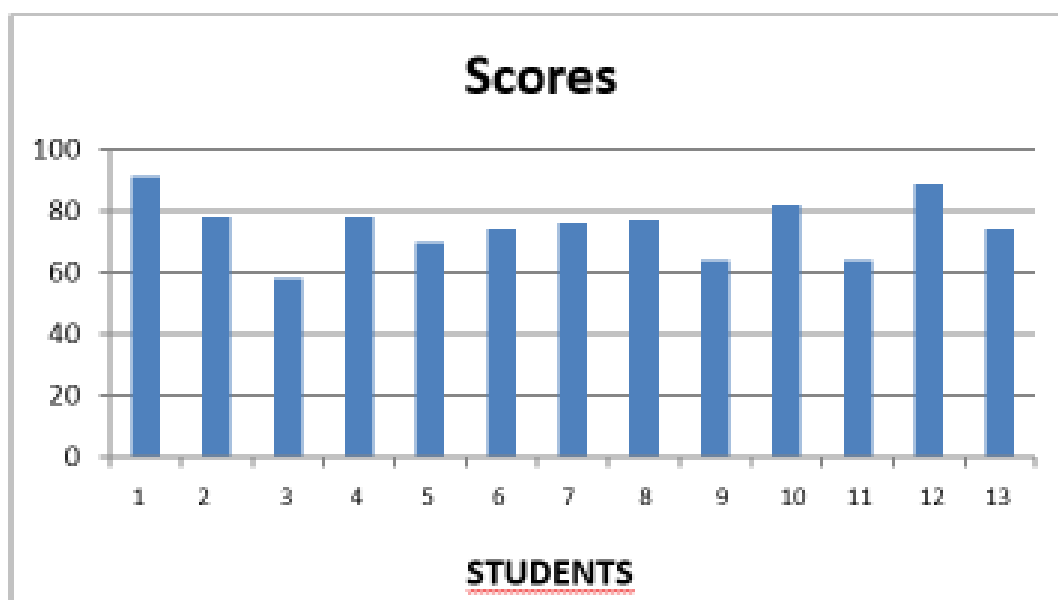
<b>Evaluation Grid</b>	<b>Initial Score</b>	<b>Final Score</b>	<b>Score</b>
Student 1	45	46	91
Student 2	39	39	78
Student 3	29	29	58
Student 4	45	33	78
Student 5	35	35	70
Student 6	39	35	74
Student 7	38	38	76
Student 8	35	42	77
Student 9	29	35	64
Student 10	41	41	82
Student 11	32	32	64
Student 12	44	45	89
Student 13	40	34	74

Source: The authors.

Coincidentally, the contest winner was also the one who obtained the highest score in his productions, which confirms that his performance is related to his learning. Graph 3 (next page) displays the total score of the sum of the comparative grades between the initial and final productions.

Regarding the first production, one clarification proves necessary. Even though the activity proposed aimed at individual interviews, the whole work was developed in groups, because an interviewer, an interviewee, a camera and a video editor would be necessary. One of the groups did not complete the proposal and sent only one video for evaluation, so the students in this group had their second production scores duplicated, they are: Students 3, 5 and 10.





Source: The authors.

**Graph 3** – Comparative scores between initial and final evaluations

To conclude, it is worth stressing that all participants, 100% of them, are motivated to study, as they focus on a better future, that is, according to them, they can have a better life, a good job and can be someone important. This reflects unhappiness with the current condition and the pursuit of growth through education.

It is necessary to clarify that it was not possible to employ guidelines on selection interviews using internet resources. The material is available in the educational product as Workshop 6 “Guidelines for a Good Interview via Internet”. Such suppression did not impact on the final outcome of the implementation. There is relevant information on how to proceed in a selection interview over the internet, using video call features, based on E4 of the corpus used in the theoretical modeling of the genre.

## FINAL CONSIDERATIONS

Impressions of the educational product are positive. From the beginning of the construction of the genre model and the didactic sequence, we could notice the connection between theory and practice, which promoted students’ engagement and dedication in each stage of the implementation.

The oral text/discursive genre selection interview proved to be an interesting and easily-flexible thematic content. From the first production, it was observed that all the students were able to broaden their knowledge of interviews, because, at first, the videos rendered a more relaxed content based on an abstraction about the genre.

The videos of the final production allowed the students to have their first experience in a situation analogous to the selection interview genre, beginning from the study of the

action, linguistic and linguistic-discursive characteristics of the genre, to play its role in a real performance.

The video analysis and self-evaluation allowed this laboratory to re-signify its linguistic-social practices and the way the whole teaching/learning process occurred. During the workshops, we assigned activities that required, from the students, previously knowledge that allowed the contents to evolve.

The process of evaluation and analysis was in line with Zabala's ideas (1998, 201), "the improvement of educational practice is the basic objective of every educator."<sup>13</sup> Given that the evolution of the educational product implementation was valid and attractive, the activities became meaningful once they were put into practice and with the reflections proposed.

The experience with spoken language indicated that it has gained credibility with each workshop completed, and the impact on the lives of the participants is verified, since they are in a vocational training and intend to enter the job market, as they were able to develop fundamental communicative skills to be incorporated into their professional training.

The final evaluation allowed the teacher to make the failures of the process more visible, to reconsider the didactic sequence, and to observe students' individual progress in their learning process. With respect to the students, their potentialities and difficulties turned out to be more visible as to their verbal, nonverbal and supra-segmental language.

But throughout the teaching process, our professional duty is to incentivize, encourage and potentialize self-esteem, to stimulate learning more and more. And this does not mean that we should hide what each boy or girl can get to know their possibilities and limitations deeply. (ZABALA, 1998, p. 213).<sup>14</sup>

Throughout the construction of the educational product, we could rethink about the teaching practice. We realized that our students are real people, who live in real worlds and have their real problems, and how can we, real teachers, contribute to their learning? We found in text/discursive genres a means of enhancing their interest in language. Our communication proves to be more consistent when we approach the Portuguese language through such perspective.

It is this approach that we defend when finalizing the analysis of the implementation of the educational product, which has proved effective in acquiring the contents proposed and also in the personal formation of the student.

---

<sup>13</sup> "o aperfeiçoamento da prática educativa é o objetivo básico de todo educador".

<sup>14</sup> "Mas ao longo do ensino nossa obrigação profissional consiste em incentivar, animar e potencializar a autoestima, estimular a aprender cada dia mais. E isto não significa que devemos esconder o que cada menino ou menina consiga conhecer profundamente suas possibilidades e suas limitações".

Stimulating the use of formal language was one of the objectives proposed by the didactic sequence, and we observed that, by providing opportunities for students to adapt their language to a social event, their interest in learning grows and self-esteem is strengthened. With this in mind, each one needs to know their abilities and limitations. Finally, it can be affirmed that it is possible to develop oral skills by means of text/discursive genres in High School in a way that it is integrated to social practices.

This idea arose from a local demand, became a reflection, then we went over some theories, carried out the study and research; from this, the educational product originated. And its implementation culminates in the improvement of our teaching practice.

## REFERENCES

- BAKHTIN, M. *Os gêneros do discurso*. Organização, tradução, posfácio e notas de Paulo Bezerra; notas da edição russa de Serguei Botcharov. 2. reimp. São Paulo: Editora 34, 2019.
- CANAL DESCONFINADOS. *Entrevista de emprego*. Direção de Jonathan Nemer e Thiago Baldo. 13 mar. 2017. 5m13s. Disponível em: <http://bit.ly/2KuvON6>. Acesso em: 15 mar. 2017.
- CE VIVENDO E APRENDENDO. *Empregabilidade*. 27 mar. 2016. Disponível em: <http://bit.ly/2x9Tgqw>. Acesso em: 07 nov. 2018.
- GIL, A. C. *Como elaborar projetos de pesquisa*. 5. ed. São Paulo: Atlas, 2010.
- GREGO, S. M. D. Reformas educacionais e avaliação: Mecanismos de regulação na escola. *Revista Estudos em Avaliação Educacional*, Araraquara, v. 23, n. 53, p. 91-109, 2012.
- JUSTUS, R. *Entrevista de estágio – debate se imagem é tudo.wmv*. 06 maio 2012. 12m48s. Disponível em: <http://bit.ly/2Xoi7pa>. Acesso em: 10 mar. 2017.
- LUQUE, M. *Jackson Faive (Marco Luque) - Mais ou Menos*. 23 mar. 2016. 3m50s. Disponível em: <http://bit.ly/2WU8wlz>. Acesso em: 30 jul. 2018.
- PARAFERNALHA. *Entrevista de emprego*. Produção de Alessandra Poncio. 11 nov. 2015. 3m28s. Disponível em: <http://bit.ly/2xbXQ7n>. Acesso em: 10 mar. 2017.
- PERRENOUD, P. *Avaliação: da excelência à regulação das aprendizagens*. Porto Alegre: Artmed, 1999.
- TAVARES, M. *Não seja burro – Especial – Jackson Faive (Marco Luque)*. 22 jul. 2017. 6m15s. Disponível em: <http://bit.ly/2Xrpk7L>. Acesso em 30 jul. 2018.

ZABALA, A. *A prática educativa: como ensinar*. São Paulo: Artmed, 1998.

ZANI, J. B. *A comunicação oral em eventos científicos: uma proposta de modelização para a elaboração de sequências didáticas*. 2017. Tese (Doutorado em Educação) - Universidade São Francisco, Itatiba, 2017.