Presentation

Joaquim Dolz
Letícia Jovelina Storto
Luciana de Almeida Graça

If, for many decades, the teaching of oral skills has been neglected, with the focus on reading and writing instruction, the research conducted in that field over the past 30 years, in various countries, has contributed to demonstrating that it is not only possible but also necessary to promote the teaching of oral production and comprehension as soon as children start school.

This growing interest is precisely evident in the recent production on this subject found in various thematic volumes published in Brazilian journals in recent years. We will now provide a brief overview of these publications.

The dossier "**Oral genres in teaching and educational practices[1]**", published in the *EntreLetras Journal* (2023) and organized by researchers from the *Brazilian Laboratory of Orality, Formation, and Teaching – Laboratório Brasileiro de Oralidade, Formação e Ensino (LABOR)*[2], Débora Amorim Gomes da Costa-Maciel, Letícia Jovelina Storto, Tânia Guedes Magalhães, and Luzia Bueno, presents research divided into three sections: 1) textual genres in the teaching profession; 2) educational practices in schools and teacher education; 3) Analysis of documents: curriculum and textbooks.

The anthology "**The place of orality in the classroom: teaching practices from school to university[3]**", published in the *Veredas Journal* (2022) and organized by Joaquim Dolz, Luciana Graça, and Tânia Guedes Magalhães, brings together texts from Brazilian and foreign researchers, addressing textbooks, teacher education, and school practices involving orality. This volume not only focuses on the oral object but also helps in the progression of addressing this important theme.

The volume of the *Abralin Journal* titled "**Oral text genres and investigative practices: theoretical and practical relationships[4]**", organized by Ana Maria de Mattos Guimarães, Joaquim Dolz, and Eliane Gouvêa Lousada, presents articles that discuss oral genres, textbooks, and education of teachers and researchers for addressing spoken language, combining theory and teaching practices.

The dossier "**Addressing orality in the classroom[5]**" (2021) in the *Trama Journal*, organized by Flávia Dorneles, Rebeca Kerkhoven, and Rafaela Schulz, features research on addressing spoken language in the classroom. The volume presents didactic sequences, teaching projects, and textbooks analyses with a focus on primary education. It also includes discussions on orality in both native and foreign languages in teacher education.

There is also the special edition "**Orality and Teaching: theoretical and methodological discussions[6]**" (2020) of the *Letras Journal*, organized by Débora Amorim Gomes da Costa-Maciel, Gil Roberto Negreiros, and Tânia Guedes Magalhães. The collection of texts covers various topics such as the concept of oral textual genre, assessment of spoken language practices, and oral genres in textbooks. In addition to discussing the teaching of orality in undergraduate courses and basic education, the materials analyze different oral genres, ranging from traditional ones like seminars and interviews to more media-oriented and digital genres like podcasts.

---

[1] Available at: https://sistemas.uft.edu.br/periodicos/index.php/entreletras/issue/view/693

[2] Available at: https://www2.ufjf.br/labor/

[3] Available at: https://periodicos.ufjf.br/index.php/veredas/issue/view/1629

[4] Available at: https://revista.abralin.org/index.php/abralin/article/view/2051

[5] Available at: https://e-revista.unioeste.br/index.php/trama/issue/view/1331

[6] Available at: https://periodicos.ufsm.br/letras/issue/view/1525

For supporting the need for these studies, there are numerous reasons. First and foremost, the constant presence of orality, both inside and outside the classroom, is undeniable. It serves as a facilitator of other learning processes, not only in language classes but also in other disciplines. The mastery of oral skills also promotes the development of critical thinking and plays a crucial role in fostering literacy skills, preventing academic failure, and addressing social exclusion.

It is also this context that justifies the growing interest that orality has been generating among researchers, particularly in the field of Language Didactics, both in Brazil and Portugal. Therefore, this dossier aims to bring together a collection of contributions representing some of the most recent research conducted in this area in these two countries. Its purpose is not only to showcase the investigative paths that have been pursued and are still being explored but also to stimulate new research endeavors.

We know that during compulsory education, oral language continues to develop, and the intervention of teachers is essential to ensure harmonious development. However, organizing the teaching of orality is not straightforward. Oral language is present in all school subjects and educational practices. But how do we teach oral skills? Simply observing and occasionally providing feedback on students' practices is not enough. How do we address linguistic variations? How do we assess students' listening and speaking abilities? How do we introduce students to formal genres in school? What can effectively be taught about oral skills in primary and secondary education? Teachers have questions about the potential of teaching orality, and our dossier brings together various research studies that precisely contribute to clarifying possibilities of addressing such topic in the classroom.

As for its composition, this dossier consists of an interview and eleven articles.

The interview is conducted with Professor Joaquim Dolz, an internationally renowned researcher in the field of Language Didactics, specifically focusing on the Didactics of Orality. In this interview, the researcher provides a highly enriching perspective on the trajectory of this discipline, beginning with a detailed synthesis of its history and concluding with a meticulous reflection on the main challenges currently faced by the Didactics of Orality. Other topics explored include the role of orality in schools and society, the importance of orality, the pioneering role of the Geneva School in the construction of this discipline, second-generation didactic engineering research, the best didactic devices for teaching oral skills, orality and oralization, the use of new digital technologies, podcasts as genres or media, and teacher education.

The eleven articles are distributed across three major thematic axes: i) official programmatic texts and textbooks; ii) declared teaching practices; iii) teacher education practices. We will now provide a brief overview of each of the selected texts for this dossier.

AXIS 1. OFFICIAL PROGRAMMATIC TEXTS AND TEXTBOOKS

In "**Orality in curricular documents**", the author, Carla Marques, analyzes the curricular documents for teaching Portuguese in Portugal to determine the perspective on teaching orality conveyed in these documents. Based on the reading of Essential Learnings, the researcher identifies the elements associated with oral competence, aiming to understand both the conception of orality conveyed by official documents and the explicit mention of the constitutive plans/elements of the oral text. The results show that although orality is perceived as a central competency in the curriculum, the official documents do not consider all elements of orality, do not systematically address certain aspects, and do not demonstrate an evolution in their approach within the didactic context.

In "**Oral genres in the portuguese language textbook: an analysis of the collection '*Se liga na língua*'**", Marina de Fátima Ferreira Nascimento and Milena Moretto aims to analyze how a specific Portuguese language textbook explores the approach to text genres in the final years of elementary school. The results reveal a both quantitative and qualitative scarcity of oral text genres presented in the textbook. The authors also explore possible reasons for this scarcity.

In "**Orality and text production from the perspective of textbook evaluators: a pecheutian perspective**", Maria Deusa Brito de Sousa Apinagé, João de Deus Leite, and Janete Silva dos Santos analyze how the teaching axes of Portuguese Language, Text Production, and Orality are discursively constructed by evaluators through textbook reviews in the context of the Textbook Guide. This study examines the processes of constitution,

formulation, and circulation of textbooks, considering the principles of production conditions and social division. The analysis conducted reveals an unequal social division of meanings between the axes of Text Production and Orality.

In "**An analysis of the approach of orality and the oral presentation genre in the portuguese language textbook for the final years (PNLD 2020)**", researchers Thais Ludmila da Silva Ranieri and Leidiane Raimundo Cordeiro examine how orality and the oral presentation genre are addressed in a specific textbook collection. The analysis reveals that while the collection addresses the oral presentation genre based on two skills outlined in the National Common Curricular Base (BNCC), a document that guides education in Brazil, and the specificities of orality (posture, rhythm, intonation), there are no exemplary samples of the genre for students to observe its implementation and identify possible difficulties when producing the genre themselves.

In "**Oral argumentation in scientific disclosure genre – intersemiotic analysis of multimodal materials**", Isabel Cristina Michelan de Azevedo explores how aspects related to orality, identified in two scientific disclosure videos circulating on YouTube and created around the theme of fake news, are articulated with other semiotic resources in shaping opinions aimed at engaging adolescents and young people with the ideas conveyed in two different channels. The analysis includes the intersemiotic complementarity of multimodal materials. The results suggest that understanding the organization of discourse flow and topic contributes to the comprehension of filtering operations and salience, both associated with the characteristics of the audiovisual productions themselves, as well as the registration of the type of reasoning privileged in each one.

Axis 2. Declared teaching practices

In "**Oral genres in distance education according to professors and students of a community university in the interior of São Paulo**", authors Gabriel Aparecido Bragiatto and Luzia Bueno present the results of a study aimed at gathering elements to understand the work with oral genres in distance education at a community university in the interior of São Paulo, Brazil. The corpus of this study was built through the administration of a questionnaire related to oral textual genres in the distance mode, with participants selected on the criterion of being either a teacher or a student working in this mode. The results show a presence of oral genres, although there is also a lack of space for a more consistent exploration of these genres.

In the article "**Stylistic manifestation in job interviews as an attribute of metagenre competence**", Rodrigo Albuquerque and Ana Carolina de Andrade da Silva analyze how participants in a specific Brazilian Portuguese as an Additional Language (PBLA) mini-course evaluate and express style in the genre of job interviews through reading and oral production tasks. The study focuses on how participants understand stylistic nuances of the contextual configuration of the enunciation. The role of the PBLA teacher in expanding metagenre competence through tasks embedded in the effective sociocultural use of language is also highlighted. The results demonstrate the participants' ability to comprehend stylistic elements and their connection to the context in which the interviews are instantiated. The article underscores the importance of the PBLA teacher's role in fostering metagenre competence within a sociocultural language use framework.

In "**Didactic modeling of the multimodal video tutorial genre for language teaching: a preliminary study**", Joaquim Dolz-Mestre and Aina Monferrer-Palmer analyze the use of video tutorials for language instruction. They employ multimodal analysis of a corpus and conduct research with users of such tutorials. The findings highlight the significance of video tutorials that provide suggestions for resolving learning errors and obstacles, as well as those that address official exams and offer corrections for written expressions. The results demonstrate the high regard for video tutorials as effective tools in language teaching.

The contribution titled "**Conversational turns and voice overlapping: a teaching proposal for addressing spoken language in the classroom**", by Elaine Cristina Forte-Ferreira and Vicente Lima-Neto aims to demonstrate how voice overlapping can be configured at different levels of complexity during the textual production of the structured debate genre in the classroom. The authors propose the use of conversational turns as an oral category for teaching orality, employing an activity focusing on turn-taking disruptions. The research involved a 6th-grade class and a 7th-grade class from two schools in Fortaleza, Ceará, Brazil. Although the authors constructed a corpus of 30 class hours, they selected three classes for this contribution to highlight the existence of

at least three levels of voice overlapping, which progressively evolve from initial to advanced overlapping. It is worth noting that the last two levels involve turn disruptions.

AXIS 3. TEACHER EDUCATION PRACTICES

In "**Podcast in the classroom: listening to teachers in youth, adult, and elderly education**", researchers Valdênia Sabina Fragoso de Brito and Débora Amorim Gomes da Costa-Maciel explore the functionality of the podcast genre in pedagogical practices through the perspectives of a group of teachers who work with the target audience. The analysis of the data collected from video recordings of a teacher education course highlights the following central issues for the teachers: i) interest in gaining a better understanding of the podcast as a tool; ii) assessing the feasibility of using it with the target audience; iii) considering the functionality of its use within their educational institution. This reflection proves fruitful as it stimulates further consideration of how podcasts can be effectively utilized in the classroom as a powerful tool for the teaching and learning process in the digital culture realm.

In "**The configurations of the video tutorial genre in the education of portuguese language teachers**", authors Gisele de Oliveira Barbosa and Tânia Guedes Magalhães present a didactic model of the video tutorial genre, developed from an analysis of its configurations, aiming to support teacher education actions in a doctoral research study with Portuguese language teachers in basic education. The analyses conducted demonstrate that the didactic model serves as an essential mediating tool for teacher training, enabling more accurate identification of linguistic elements and oral phenomena necessary for both the production of the genre by the teachers themselves and the intended transposition of oral genres in the classroom.

The collection of research gathered in this dossier is significant. The contributions present didactic models of oral genres and teaching methodologies that can guide the design of innovative teaching practices, the development of new teaching materials, and the work of teachers themselves. We are confident that this dossier represents progress for research and teacher training, but above all, it provides added value to the teaching of oral genres and, in turn, we hope it contributes to the development of students' oral abilities.

REFERENCES

COSTA-MACIEL, Débora Amorim Gomes da; NEGREIROS, Gil Roberto; MAGALHÃES, Tânia Guedes (org.). Apresentação. Oralidade e ensino: discussões teórico-metodológicas. *Letras*, Santa Maria, RS, n. 1, p. 9-12, 2020. Edição especial.

COSTA-MACIEL, Débora Amorim Gomes da; STORTO, Letícia Jovelina; MAGALHÃES, Tânia Guedes; BUENO, Luzia (org.). Apresentação. Gêneros orais no/do trabalho docente e nas práticas educativas. *EntreLetras*, Araguaína, TO, v. 14 n. 1, p. 1-5, 2023.

DOLZ, Joaquim; GRAÇA, Luciana; MAGALHÃES, Tânia Guedes (org.). O lugar da oralidade em sala de aula: práticas de ensino da escola à universidade. *Veredas*: Revista de Estudos Linguísticos, Juiz de Fora, MG, v. 26, n. 1, p. 2-9, 2022.

DORNELES, Flávia; KERKHOVEN, Rebeca; SCHULZ, Rafaela (org.). Apresentação. O trabalho com a oralidade na sala de aula. *Trama*, Marechal Cândido Rondon, PR, v. 17, n. 42, p. 6-7, 2021.

GUIMARÃES, Ana Maria de Mattos; DOLZ, Joaquim; LOUSADA, Eliane Gouvêa. Apresentação (org.). Gêneros textuais orais e práticas investigativas: confluências teóricas e didáticas. *Revista da Abralin*, Aracaju, SE, v. 20, n. 3, 2021. DOI 10.25189/rabralin.v20i3.2051.