



THE WRITING PROCESS OF THE ORAL COMMUNICATION ABSTRACT GENRE IN TEACHING AND LEARNING PORTUGUESE AS AN ADDITIONAL LANGUAGE

O PROCESSO DE ESCRITA DO GÊNERO DE TEXTO RESUMO DE COMUNICAÇÃO ORAL NO ENSINO E APRENDIZAGEM DE PORTUGUÊS COMO LÍNGUA ADICIONAL

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ABSTRACT: This study investigates the teaching of the oral communication abstract genre through a didactic sequence developed during an action-research project in the Portuguese as an Additional Language (PLA) course at the Federal University of Ceará. The primary objective is to analyze the development of linguistic-discursive abilities among postgraduate students of diverse nationalities enrolled in this course. The study focuses on the qualitative analysis of textual productions from one participant, particularly examining thematic coherence. Initial analysis revealed challenges such as inadequate use of connectors and anaphoric expressions, which compromised thematic coherence at both macro and microtextual levels. However, the final production demonstrated significant improvements in addressing these issues. The findings highlight the importance of systematic and contextualized writing practices to effectively teach the oral communication abstract genre in the PLA context, fostering the integration of international students into Brazilian academic activities.

KEYWORDS: Writing process, linguistic-discursive abilities, academic writing.

RESUMO: Examinamos o ensino da produção escrita do gênero de texto resumo de comunicação oral, por meio do dispositivo sequência didática, durante uma pesquisa-ação, realizada no curso de Português como Língua Adicional da Universidade Federal do Ceará. Nosso objetivo é analisar a ampliação das capacidades linguístico-discursivas de estudantes de pós-graduação de diferentes nacionalidades, participantes do curso citado. Ressaltamos a análise qualitativa das produções textuais de uma participante, focalizando a coerência temática. A análise da primeira

produção evidenciou ausência ou uso inadequado de conectores e problemas na mobilização de expressões anafóricas, comprometendo a coerência temática nos níveis macro e microtextual. Com a intervenção, a produção final revelou a superação com relação às dificuldades apresentadas. A investigação destacou a relevância de práticas sistematizadas e contextualizadas de escrita para aprimorar o ensino do gênero de texto resumo de comunicação oral, em contexto de ensino de PLA, facilitando a inserção dos estudantes estrangeiros nas atividades acadêmicas brasileiras.

PALAVRAS-CHAVE: Processo de escrita, capacidades linguístico-discursivas, escrita acadêmica.

RESUMEN: Examinamos la enseñanza de la producción escrita del género de texto resumen de comunicación oral, por medio del dispositivo secuencia didáctica, durante una investigación-acción, realizada en el curso de Portugués Lengua Adicional de la Universidad Federal de Ceará. Nuestro objetivo es analizar la ampliación de las capacidades lingüístico-discursivas de los estudiantes de postgrado de diferentes nacionalidades. Resaltamos el análisis cualitativo de las producciones textuales de una participante, enfocando la coherencia temática. El análisis de la primera producción evidenció ausencia o uso inadecuado de conectores y problemas en la movilización de expresiones anafóricas, comprometiendo la coherencia temática en los niveles macro y microtextual. Con la intervención, la producción final reveló la superación de esas dificultades. La investigación destacó la relevancia de prácticas sistematizadas y contextualizadas de escritura para perfeccionar la enseñanza del género resumen de comunicación oral, en contexto de enseñanza de PLA, facilitando la inserción de estudiantes extranjeros en actividades académicas brasileñas.

PALABRAS CLAVE: Proceso de escritura, capacidades lingüístico-discursivas, escrita académica.

INTRODUCTION

Brazil offers a favorable environment for research development in Portuguese as an Additional Language (PLA1), driven by its growing connections with other countries. These relationships transcend political and economic ties, fostering the exchange of scientific knowledge (Moutinho & Almeida Filho, 2011). In this context, international students, researchers, and professors increasingly seek Brazilian universities to conduct their studies (Almeida Filho, 2007). As a result, mastering Portuguese becomes an essential requirement for academic survival, effective collaboration, and knowledge exchange between Brazilian and international scholars (Oliveira, 2013; Silva, 2015).

This study examines the development of linguistic-discursive capacities among postgraduate students from diverse nationalities through the production of the oral communication abstract genre. The data stem from the Portuguese course for foreign students at the Federal University of Ceará (Northeastern Brazil) and are part of the repository of

1 The acronym PLA follows the order in Brazilian Portuguese: *Português como Língua Adicional*.

the Study and Research Group in Applied Linguistics (GEPLA). The extension course *Reading and Producing Academic Text Genres* this aims to expand the linguistic-discursive capacities of PLA students, highlighting linguistic resources responsible for organizing thematic content within the oral communication abstract genre for academic activities. This work also focuses on PLA learning scenes with an emphasis on academic literacies (Lea & Street, 1998), considering the social role assumed by students in the writing process and its relation to their evolving researcher identity (Assis, Bally & Correia, 2017) within the context of social practices and disciplinary fields.

Although studies on academic literacies have expanded in the Brazilian language studies, this remains an underexplored area within PLA teaching. Initially, we present the context of PLA at the mentioned university, followed by the theoretical framework guiding the data analysis. Next, we describe the methodology, present the data analysis, and conclude with reflections based on the findings.

THE CONTEXT OF PLA AT UFC

The global movement of people, a defining feature of globalization, profoundly affects societies across multiple dimensions. One notable impact is in the field of education, particularly in fostering closer ties between teaching and research institutions, thereby promoting the internationalization of knowledge (Moita Lopes, 2013). In line with global trends, Brazilian federal universities have intensified their internationalization strategies through policies developed by the Ministry of Education and Culture in partnership with the Ministry of Foreign Affairs.

At the Federal University of Ceará (UFC), internationalization policies include agreements established under the Undergraduate Student Agreement Program and the Graduate Student Agreement Program. These initiatives attract a significant number of international students from over 197 countries². Managed by the Office for Innovation and Interinstitutional Relations (PROINTER), these programs aim to coordinate and strengthen internationalization efforts. PROINTER's responsibilities include aligning curricula with international standards, supporting the integration of foreign students and faculty, guiding UFC students and faculty in international exchanges, and fostering partnerships with foreign institutions. Additionally, PROINTER oversees the university's internationalization plan, which includes a linguistic policy dedicated to the teaching and learning of foreign languages³.

Teaching and Research in PLA at UFC

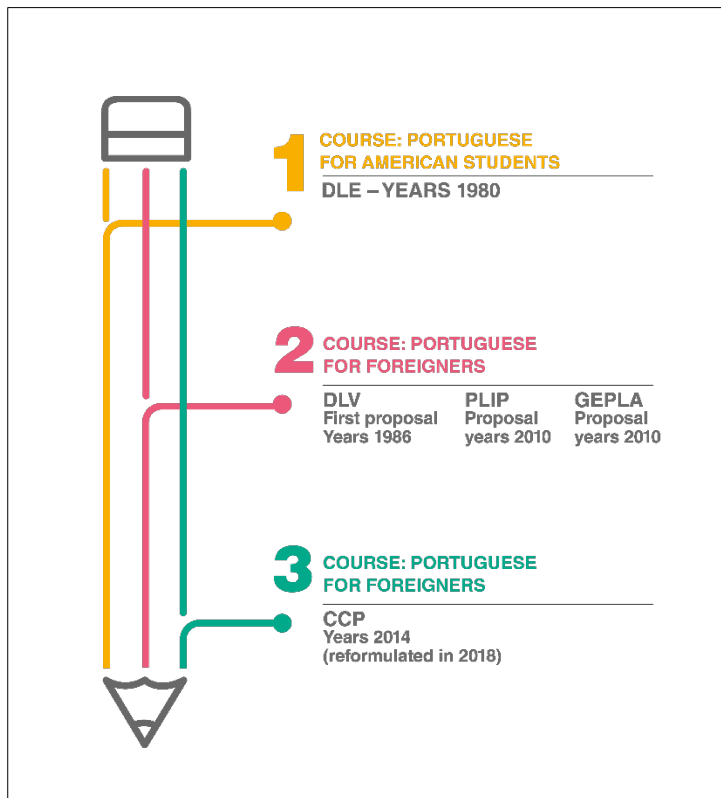
The ongoing internationalization at UFC resonates within the university's tripartite mission: teaching, research, and extension⁴. This is evident in Figure 1, which outlines initiatives related to PLA teaching:

² Information available at: <https://prointer.ufc.br/pt/plano-de-internacionalizacao-da-ufc/>

³ Information available at: http://www.ufc.br/images/_files/a_universidade/plano-internacionalizacao-ufc/plano-internacionalizacao-ufc.pdf

⁴ Regarding initiatives at UFC, Silva (2015) describes them in more detail when outlining an overview based primarily on testimonies from professors who worked on the projects.

Figure 1. Initiatives of teaching Portuguese as an Additional Language at UFC



Source: Silva (2020).

The trajectory of PLA teaching at UFC is marked by extension courses. The first recorded initiative dates back to 1980 in the Department of Foreign Languages, but was discontinued shortly after. Six years later, another course was introduced in the Department of Vernacular Languages but also failed to continue (Almeida & Vasconcelos, 2002; Silva, 2015).

It was only 24 years later that the Department resumed its efforts, supported by research groups such as the Study and Research Group in Applied Linguistics (GEPLA) and Policies for the Internationalization of Portuguese (PLIP). Among these, GEPLA has managed to sustain the course to the present, despite disruptions during the COVID-19 pandemic that affected in-person activities and related research.

In 2014, the Portuguese Culture House at UFC also proposed a Portuguese language course for foreigners. However, this initiative was discontinued. Four years later, a new course was introduced. Additionally, another significant project was the implementation of Portuguese language courses under the *Languages Without Borders* program, aligning with broader federal university initiatives.

Research within PLA at UFC, particularly from the two aforementioned research groups, has yielded substantial scholarly output. Figure 2 highlights the scope of this research.

Figure 2. *Development of research in PLA at UFC*



Source: Silva (2020).

Research spans Applied Linguistics with a focus on teaching, learning, and teacher training, as well as Language Acquisition and Processing, emphasizing phraseology. Master's, doctoral, and post-doctoral research projects reflect the theoretical maturity of discussions within these research groups.

THEORETICAL FRAMEWORK: ANALYTICAL LENSES

This research is anchored in the theoretical framework of Socio-Discursive Interactionism (SDI) (Bronckart, 2012, 2019), which provides tools for analyzing textual progression and cohesion. Complementarily, the study incorporates academic literacies theories, particularly those of Lea and Street (1998), to design writing activities that prioritize students' perspectives on academic writing practices. The intersection of these theories underscores the centrality of language as a shared domain of inquiry and interaction.

Socio-Discursive Interactionism

SDI serves as the foundational theoretical approach for analyzing texts produced by international students. This framework identifies three levels of analysis: textual infrastructure (semantic content planning, discourse types), thematic coherence (nominal connection and cohesion), and interactive coherence (enunciative focus, voices, perspectives, and modalization), as elaborated by Bronckart (2019) in *Théories du langage: nouvelle introduction critique*. This article focuses on thematic coherence, acknowledging the importance of the production context, where social roles and interaction objectives are defined.

Within this framework, language occupies a central role in social practices. Coseriu (1982) aligns with this perspective, describing language as a specific, recognizable human activity. Similarly, Bronckart (2012) highlights that human activities are inherently collective, governed by specific practices developed through genuine verbal interactions. For Coseriu (1982), these interactions are historically determined and conditioned.

Bota and Bronckart (2014, p. 232) further assert that language is an evidently social activity, raising questions about the interplay between social phenomena and linguistic phenomena. Bronckart (2012) emphasizes that language primarily functions as a communicative or pragmatic tool within social activities, while the mobilization of linguistic resources pertains to epistemological processes.

Academic Literacies: Social Practices, Texts, and Knowledge in Writing

As stated, to address issues related to social practices arising from the academic literacies context, this study draws on the works of Lea and Street (1998). These authors argue that learning in higher education involves new ways of understanding, interpreting, and organizing knowledge. They classify studies on academic writing into three approaches or models: (i) study skills; (ii) academic socialization; and (iii) academic literacies. While these models are not mutually exclusive, one can encompass the other. This research is anchored in the third approach, represented by Lea and Street (1998), which aligns with the studies on *New Literacies* as proposed by Street.

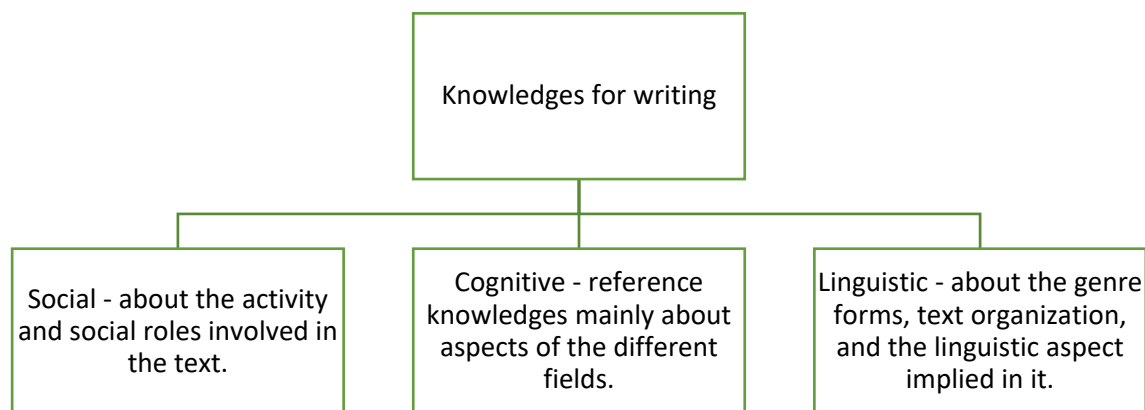
The academic literacies framework views literacies as a set of social practices, treating student writing epistemologically as a process of identity construction, varying across contexts. This perspective moves beyond the mere acquisition of skills or socialization.

Literacy practices occur within and through social activities, which are realized through reading and writing, mediated by diverse textual genres. In the context of writing, this approach highlights the types of knowledge involved in the writing process (Dolz, Gangnon & Decâncio, 2010).

This article brings together two theoretical frameworks: the Academic Literacies theory (Lea & Street, 1998) and Socio-Discursive Interactionism (Bronckart, 2012). The convergence between these theories lies in their shared focus on discursive practices, where language plays a fundamental role, and their contribution to discussions on text genres as mediating instruments in human interactions. While the former represents discursive practice itself or the level one can attain in linguistic social practices, the latter helps to understand the interactive or pragmatic level of

production and comprehension among interlocutors. The first theory is anchored in an ideological approach, whereas the second proposes a genre analysis based on levels, with the pragmatic/interactive level emphasizing social roles and the positions assumed by participants within the production context. In the writing process, three types of knowledge are mobilized, as illustrated in Figure 3.

Figure 3. *Knowledge Involved in the Writing Process*



Source: Silva (2020). Adapted from Dolz, Gangnon & Decâncio (2010).

As illustrated, learners engage with at least three types of knowledge: social, cognitive, and linguistic. In this context, writing involves not only cognitive aspects but also social and linguistic dimensions. These dimensions interact during the writing process, which is conceptualized as an act within the world. This perspective underscores the importance of a task-based teaching approach to expand learners' literacy. Consequently, this teaching model encourages reflection on how the knowledge acquired during teacher training shapes instructional design.

Aligned with this perspective, this study emphasizes linguistic resources that facilitate reading and, particularly, writing practices. These are interrelated processes that enable language learners to achieve minimum communicative competencies and to engage critically in social practices within academic contexts.

In Brazil, research on the relationship between academic literacies and textual genres within the field of Applied Linguistics in higher education has been crucial for understanding the challenges faced by university students, especially in written production. Assis (2015) highlights that difficulties in accessing and mastering specific academic genres directly affect students' academic retention. Many students lack prior exposure to such texts, facing challenges in articulating acquired knowledge, which may lead to dropout. This issue is exacerbated by the lack of

systematic instruction on these genres during undergraduate studies, such as internship reports, which Leurquin and Peixoto (2017) identify as critical for academic training and professional integration.

Broader initiatives, such as the *Reading and Writing Initiatives in Higher Education in Latin America* (ILEES) project, explore practices and locations for teaching writing across the region. These efforts reveal universities such as UFSM, USP, and UFSC working to promote literacy in academic contexts and deepen understanding of writing development in higher education (Cristóvão & Vieira, 2016).

Having presented the theoretical framework, the next section introduces a didactic model for the oral communication abstract genre, detailing its levels of analysis according to Machado and Bronckart (2009).

Table 1. *Summary of the teaching model of the genre taught*

Contextual level (social)	Academic/Scientific Activity Oral Presentation Abstract Present the summary of an ongoing or concluded research for evaluation (first) and for the target audience of an event (second). Researchers at different levels of academic/scientific levels and from different subject areas.
Organizational level or <i>thematic coherence</i>	Organization by inferential and auto-referential markers (marked by lexical units and linguistic constructions). Anaphoric chains – maintenance of the object being studied – repetition of the noun phrase (hereon NP) Text organizers – marked by lexical units, introduction of connectors for text segments.
Enunciative Level or <i>interactive coherence</i>	Lexical units that imply the social role of the production instance coupled with the person feature.

Table 1 presents a synthesis of the teachable dimensions of the genre of abstract for oral communication. We focus on social levels, specifically the social role to be mobilized, organizational and enunciative dimensions, in which linguistic resources (textual organizers, anaphoras, and lexical units) intervene. These elements imply, throughout the genre, not only the organization of the text but also the enunciation instance. Our choice is related to the

dimensions we prioritized for teaching Portuguese during the development of the didactic sequence. We believe it is not possible to address all the specificities of a genre in depth, considering the context in which it is produced. In the following section, we present the methodology for generating the research data.

RESEARCH METHODOLOGY IN THE CONTEXT OF PLA AT UFC

This study employs an action-research approach (Thiollent, 2011) within the scope of Applied Linguistics. It is grounded in the Geneva School's theoretical framework for textual genre analysis, Socio-Discursive Interactionism, and academic literacy studies. Data were collected through a didactic sequence framework (Dolz, Noverraz & Schneuwly, 2004) implemented during a course titled Reading and Producing Academic Texts, which spanned 15 weeks in the 2019.1 academic semester.

Students were guided to produce texts tailored to specific communicative situations within a social activity. The process began with an initial production phase, where students independently composed an abstract. This was followed by targeted activities addressing challenges identified in their initial drafts. Subsequent class modules were designed to tackle these challenges, incorporating readings and writing exercises aligned with the students' academic fields. Rewriting activities, facilitated by the instructor, demonstrated progress in students' learning and informed adjustments to teaching materials.

Classes were conducted by two instructors: an experienced researcher and a novice collaborator (a master's student with a background in Portuguese Language). Each instructor was assisted by an intern for activity preparation and classroom management. Classes were recorded on video, contributing to GEPLA's research database.

Participants included students of diverse nationalities: three Colombians, one Japanese, one French, one Costa Rican, and one Nicaraguan. They brought varied cultural and linguistic perspectives to the writing process. Two were undergraduate students (Language Studies), while the rest were master's students in fields such as Law, Pharmacology, Electrical Engineering, Environmental Engineering, and Philosophy⁵. The analysis focused on the genre of oral communication abstracts. For this study, we examined the initial and final productions of one participant, contextualizing these within their disciplinary background.

To construct the didactic sequence, a study of abstracts from various fields of knowledge was conducted based on the academic profiles of the students (as described above). This informed the creation of a Didactic Model of the Genre (DMG) following the Geneva School's approach to genre studies (De Pietro & Schneuwly, 2003). This model emphasized the production context and text organization, focusing on linguistic elements at the micro-linguistic level in abstracts. (see Table 1).

⁵ Our target group was undergraduate and graduate students.

Teaching and learning PLA within an academic context, encompassing various fields of knowledge as in this research, is both challenging and rewarding. Examining abstracts through a contrastive perspective helps students develop awareness of academic literacies within their respective fields. This process involves adopting and adapting a genre model (Bronckart, 2012) based on the communicative situation faced by the student.

During the modules for developing didactic materials conducted by GEPLA, these particularities were discussed to design modules for the didactic sequence, emphasizing the shared characteristics and specificities of the knowledge areas represented in the oral communication abstract genre. For this specific genre, 12 sessions were conducted, addressing both the contextual and organizational dimensions of the text. These sessions fostered a dialogue between Socio-Discursive Interactionism and academic literacies perspectives.

Individual interactions with students further informed the development of their language capacities, focusing on reading and writing practices in academic contexts. These interactions deepened the analysis and understanding of students' representations of the social world as part of the teaching and learning process.

In the development of the DMG for oral communication abstracts, the materials used during classes incorporated abstracts from the students' specific disciplinary areas. Considering these areas prevents a rigid view of the genre, recognizing that, even under the same label, linguistic regularities and singularities emerge based. Instructors highlighted these variations during classroom activities to demonstrate how genres adapt to disciplinary norms, as advocated by Hyland (2007).

This study focused on analyzing the writing process of a student specializing in pharmaceutical sciences. The analysis included abstracts and conference submission guidelines, which influenced the organization of the oral communication abstract genre.

The didactic sequence involved three written productions: an initial production, an intermediate production, and a final production. This article focuses on the initial and final productions. As part of the research, different formats of the genre across various fields of knowledge were discussed, considering rhetorical organization (Swales, 1990) and linguistic resources (Hyland, 2007; Tutin, 2007).

DATA ANALYSIS AND DISCUSSION

The analysis of the initial production by Maria da Silva⁶ highlights her use of Portuguese within the context of academic text production. This section examines issues related to nominal cohesion and textual progression, which were identified as instructional priorities. The initial writing task was structured as follows:

⁶ This is a pseudonym created to protect the student's identity. It is also essential to clarify the ethical considerations of this study. This article is based on the first author's doctoral dissertation, which was submitted to the National Research Ethics Commission (CONEP) in compliance with Resolution No. 510/16, regulating the direct participation of students, and following the guidelines of CEP/UFC/PROPEQ133. Accordingly, we obtained authorization from the research site (DLV at UFC), secured

Initial Writing Task Proposal for the Oral Communication Abstract Genre⁷

Submissions are now open for presenting work at an event in your area of study/research. Undergraduate and postgraduate students are invited to participate. To register, visit the event website and submit your abstract, adhering to the following requirements:

- Title of the work
- Name(s) of the author(s)
- Academic qualification
- Institution
- Email
- Abstract (200–300 words)
- Keywords

The outcomes of the students' writing process reflect the practices in which they are embedded. Choosing an academic genre such as the oral communication abstract fosters the development of academic literacies, revealing both epistemological and practical knowledge.

Maria da Silva completed her initial task without teacher intervention, producing the text in Figure 4.

From the perspective of macro-organization, including supratextual/paratextual elements (Bronckart, 2012), Maria da Silva adheres to the required elements specified in the task instructions: title, name, academic qualification, institutional affiliation, and email address of the potential proposer, followed by the body of the text. Although the task instructions do not specify the organizational requirements for the text regarding the structural⁸ components of a conference abstract, the body of the text is organized into blocks.

participants' signatures, and prepared the Informed Consent Form (TCLE). CONEP issued a favorable opinion for this research under approval number 3.646.055.

⁷ We also considered the guidelines of the Encontros Universitários call for proposals, which aim to disseminate, within the academic community, teaching, research, graduate studies, outreach, art, and culture activities, as well as diverse experiences developed and lived by UFC students, whether or not they are scholarship recipients in programs and projects registered under the supervision of advisors. Information available at: <http://sysprppg.ufc.br/eu/2017/index.php/objetivos>

⁸ Some events do not present norms related to sections of the text, as we have seen in the methodology.

Linguistic conventions posed challenges, such as spelling errors (“sam,” “con,” “adisiona”) and incorrect accentuation (“substancia⁹”). For a Spanish-speaking learner, these issues likely stem from similarities between the native and target languages. These difficulties were addressed during subsequent classes as part of the didactic progression.

Initially, the text presents linguistic elements associated with the genre and activity. Notably, the noun phrase (NP) *o estudo* (“the study”) signals the student’s knowledge about academic-scientific activity and its conventions. Regarding lexical choices responsible for labeling text blocks, the text features only the NP *resultados* “Results.” The use of this NP indicates the semiotization of an action within a specific research activity (Tutin, 2007), reflecting the outcomes of such actions, whether preliminary or not. No other NPs are used to label additional text blocks typically found in this genre, thus minimally pointing to the research activity. However, other linguistic markers contribute to the semiotization of this activity, as will be discussed further.

Figure 4. *Initial text written by Maria Silva*

Efeito Vasomotor causado por veneno da cobra Lachesis acrochorda

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A mordida pelas cobras é uma problemática que afeita demais as pessoas que moram no campo porque ao ano muitas pessoas são vítimas deste tipo de envenenamento. O veneno da L'acrochorda, causa graves alterações da pressão arterial das pessoas mordidas por esta espécie. O estudo do veneno foi realizado com artérias aortas de ratos da cepa wistar. Se fez montagem de anel aortico onde foi adicionada dose de veneno da cobra para identificar o efeito direto da substancia na aorta. O estudo foi realizado com ratos machos de 300+20g dos quais foram isolados as artérias aortas para fazer montagem em sistema do anel aortico onde o tecido funciona normalmente como funciona no corpo. Depois se adiciona a solução com as doses de veneno escogidas. Utilizase 3 doses diferentes do veneno para ser adicionadas na solução fisiológica onde estava mergulhada a artéria aorta e se teve outra artéria sem adicionar veneno que foi o control da pesquisa. Como resultado o veneno da l-acrodhorda tem sim efeto significativamente direto no funcionamento dos vasos de sangue. Este efeito esta fazendo que as pessoas que são vitima destas mordidas moram.

⁹ In Portuguese this word has a graphic accent: *substância*.

The student's initial production minimally organizes the text body into blocks. Linguistically, the text is structured into three blocks marked by units that identify them (inferential and self-referential – results) within the genre. These markers also help construct the social role the producer (researcher) assumes in the linguistic action to semiotize specific thematic content—the object of knowledge in the research process. Regarding these markers, it is worth emphasizing that they, especially NPs, are linked to the academic-scientific social activity—this study, as proposed by Tutin (2007).

Having established this, we focus specifically on the linguistic resources related to the production context (Bronckart, 2012) that characterize and mark the genre at the textual level. Even though the text blocks are not lexically marked by NPs, inferential markers are present. The initial production includes a methodology block that lacks a self-referential marker but is linguistically structured, primarily through verbs that semiotize actions, detailing the step-by-step process of organizing the experiment— *se fez* (“it was done”), *utilizasse* (“used”), conjugated with the sequential time marker “afterward.” It is crucial to note a problem regarding verb tense usage—the student employs verbs in the past perfect passive voice *foi realizado* (“was conducted,” “did”), followed by the present tense - *se adiciona* (“adds,”), *utilizase* (“uses”), and even the imperfect past *estaba*¹⁰ (was). Such inconsistencies affect text progression and organization, considering that verbs semiotize research actions organized chronologically. This issue reflects a need to examine the use of Portuguese linguistic units within contexts requiring reflection on the relationship between verb tenses and their uses in different situations.

We observe limited connections between text blocks achieved through textual organizers) between the text segments concerning textual organizers (Adam, 2011; Coutinho, 2007; Schneuwly, Rosat & Dolz, 1989). The absence of connectors results in juxtaposed constructions, creating a fragmented text. This may indicate a lack of knowledge about Portuguese linguistic resources, impacting text organization. Consequently, the text displays few microtextual connectors, although punctuation aids its organization. Present connectors imply purpose - *para* (“for”) and explanation - *porque* (“because”).

Regarding nominal cohesion, also considered in text analysis, we highlight the construction of the student’s research object. The introduction of a referential unit occurs through the NP “venom of the snake Lachesis acrochorda” in the title and is reiterated throughout the text, forming an anaphoric chain across blocks and making the research object evident.

The text also features anaphoric references using demonstrative pronouns *esta espécie*, *este efeito*, *destas mordidas* (“this species,” “this effect,” “of these bites”) to maintain and advance the theme. Such uses demonstrate

¹⁰ We consider this an imperfect past, as students native to Spanish always get confused between the v and the b when learning Portuguese.

the student's knowledge of Portuguese for constructing references. However, the initial production also exhibits issues with repetitive information, hindering progression and clarity, as shown in the following excerpt:

O estudo do *veneno* veneno foi realizado com artérias aortas de ratos da cepa wistar. Se fez montagem de anel aortico onde foi adicionada dose de veneno da cobra para identificar o efeito direto da substancia na aorta. O estudo foi realizado com ratos machos de 300+20g dos quais foram isolados as artérias aorta.

[The study of the *venom* venom was done with aorta arteries of wistar strain mice. A set up of an aortic ring was made where a dose of the snake's poison was added to identify the direct effect of the substance on the aorta. The study was done with male mice of 300+20g from which the aorta arteries were isolated.]

These repetitions, in this case, suggest a lack of knowledge about Portuguese resources that aid text organization, contributing to text planning and genre configuration. It does not imply all repetition is invalid, but its function in thematic content organization and progression, especially in academic-scientific texts, should avoid ambiguities.

An individual interaction with the student Maria Silva followed the Initial Production. This interaction revealed that although she had not yet mastered Portuguese linguistic resources relevant to genre configuration, she was undergoing a literacies process, as evidenced by her participation in academic activities in her native language (Spanish), expressed in her words: "I wrote, submitted, and presented¹¹." This context highlights the lifelong process of knowledge construction through integration into linguistic practices. The same challenges described earlier also emerge in her comments about Portuguese writing difficulties: "connectors, organizing things to follow a pattern, but here there are some differences¹²."

Following the initial production, we identified the student's difficulties and developed modules aligned with the didactic sequence approach. These modules addressed production context elements, focusing on enunciative features for intermediate production. After analyzing intermediate production, we proposed activities targeting textual organizers and nominal cohesion elements specific to scientific academic texts aimed at research dissemination, as in conference abstracts.

¹¹ "Eu escrevi, submeti e apresentei"

¹² "os conectores, a forma de organizar as coisas para que tenha um padrão, mas aqui tem algumas diferenças".

Figure 5. Final production by the student Maria Silva

Efeito Vasomotor causado por veneno da cobra Lachesis acrochorda

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As serpentes habitam há muito tempo com os humanos, apesar de que eles não fazem parte da sua cadeia alimentar deses reptiles. O veneno da serpente Lachesis acrochorda, também conhecida como “surucucu” o “pudridora” é a serpente mais grande das Américas e geralmente as mordidas por esta espécie tem alta mortalidade (90%). Nesste contexto a mordida das serpentes é um problema que afeta com maior frequência as pessoas que vivem no campo. Além disso relatos clínicos mostram que o veneno da serpente L. acrochorda causa graves alterações da pressão arterial das pessoas vítimas dessa mordida. De antes disso, esta pesquisa tem como objetivo estudar o efeito vasomotor causado pelo veneno desta serpente. Para o desenvolvimento deste estudo, utilizou-se ratos machos de 300+_20g dos quais foram isolados as artérias aortas para fazer o experimento de anel aórtico em uma solução fisiológica para que o tecido não morra e possa funcionar como se ele estivesse dentro do corpo. Depois disso, foram aplicadas três doses de veneno (0,25; 0,37; 0,5mg/g). Nesta pesquisa os resultados mostram que o veneno causou um efeito vasodilatador que foi proporcional com aumento estatisticamente significativo (p0,01**). De acordo com as análises realizadas no estudo pode-se concluir que o veneno da L.acrochorda causa efeito direito no funcionamento dos vasos sanguíneos e provavelmente esse efeito está fazendo com que as pessoas vítimas da mordida morram com muita frequência.

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This text (Figure 5) was produced after sequential activities designed to develop language skills for this text genre. Regarding writing conventions, we observed few deviations, such as the spelling of “reptiles¹³.” The text mirrors the global organization found in the student’s initial production and reference texts, including title, author details, and body text. While the abstract functions as an “independent¹⁴” text, it is regulated by prior prescriptions and, in some ways, conditions another genre—oral communication. In the student’s text, the NP “this research” serves as an inferential marker within the abstract.

The body of the text, at a partial level (Miranda, 2010), is organized into blocks related to the semiotization of research activity. Inferential and self-referential markers (Miranda, 2010) emphasize research activity and genre. Autoreferential NPs include – um problema “a problem,” objetivos (“objectives,”) and resultados (“results”) and the

¹³ In Portuguese the word is *répteis*.

¹⁴ If compared to the abstract of a scientific article, that reproduces, in abstract, the organization of the article.

verb phrase – *pode-se concluir* (“it can be concluded”). Inferential markers include phrases indicating methodology – *utilizou-se, foram isoladas* (“it was used,” “they were isolated”—passive constructions).

We observe a clearly delineated organization of content blocks related to research activities, reflecting a level of learning regarding the social role assumed to semiotize the research conducted or to be conducted within the scope of academic inquiry.

Beyond these aspects, we highlight the role of textual organizers and their influence not only in structuring the body of the text but also in constructing its progression. Furthermore, we underscore how the use of such organizers plays a critical role in segmenting and organizing thematic content while establishing connections with the textual genre.

Textual organizers responsible for introducing blocks of text exhibit distinctive characteristics depending on their contextual use. These elements summon other units that contribute both to delimiting or segmenting the text and to establishing continuity. An example of this relationship is found in the text block labeled as the research objective: “*De antes disso, esta pesquisa tem como objetivo estudar o efeito vasomotor causado pelo veneno desta serpente*” (Before this, this research aims to study the vasomotor effect caused by the venom of this snake).

The textual organizer “*de antes disso*” (before this), while resuming (anaphora) the immediately preceding text block and summarizing its content (Coutinho, 2004), simultaneously marks the opening of the subsequent block. Concerning textual organizers, we further highlight those that structure text blocks, as exemplified in the methodology section:

This block of text can be divided into smaller sections, each addressing specific research methods. The textual organizer “*depois disso*” (after this) helps segment actions undertaken by the researcher (the social role assumed in the student’s linguistic activity). Thus, the textual organizer demarcates these segments in conjunction with other linguistic units crucial to textual construction.

On a micro level, textual organizers are also employed by the student to establish diverse semantic effects, including their canonical uses within a textual segment, serving highly localized functions (Bronckart, 2012). Certain organizers denote concession (“*apesar de*¹⁵” – although), addition (“*e*” – and), and purpose (“*para*” – for), among others. This variety indicates the student’s expanded repertoire of linguistic resources compared to the initial production.

A comparative analysis of textual organizers employed in the student’s initial and final productions reveals that their learning significantly enhanced textual construction. Consequently, the student’s conscious appropriation and use of linguistic forms facilitated text articulation and genre reconfiguration, emphasizing the role of learning in the dialogical interaction of linguistic mechanisms.

¹⁵ We acknowledge that selecting another resource to convey a concessive relationship within the text could be more effective, such as *although—although they are not part of the food chain of these reptiles*.

Knowledge of textual organizers not only fosters a more conscious use within specific textual genres but also reinforces and substantiates multiple studies on textual elements from a usage perspective. Grammar alone does not account for these macro-level relations, as extensively noted in studies emphasizing the dynamic nature of language in relation to activities, genres, and texts.

Within textualization mechanisms, we further emphasize anaphora as a resource for textual organization and progression. Forms of resumption are also related to the communication abstract genre and to the semiotized activity in the texts. Continuing with the segmentation logic outlined above, we analyze the anaphoric chains constituting the text, highlighting the primary one related to the student's research object, as demonstrated below.

The construction of the research object (here it is essential to link the social role directly to text construction, given the demand for a research activity connection) is achieved through an anaphoric chain developed throughout the text. This object is semiotized via repeated references to the noun phrase "o veneno da cobra Lachesis acrochorda" (the venom of the Lachesis acrochorda snake). Notably, variations within this noun phrase occur, including lexical substitutions and reductions.

Such repetition serves a critical function within the genre construction. The repetitions observed do not stem from the student's lack of knowledge regarding other nominal cohesion mechanisms but rather function as markers of the communication abstract genre. This repetition maintains the constancy of the research theme. Additionally, there is no pronominal resumption regarding the research object, enhancing the scientific tone of the text and distinguishing it from other genres where pronominal references might dominate anaphoric chains. It is noteworthy that this anaphoric chain operates as the primary structural element across the entire text.

This analytical perspective allows us to conceptualize the text as a global organization in which various linguistic units interact. Such organization implicates the manner in which a discourse object is constructed within the academic-scientific activity, referencing an objective world. In texts of this nature, pronominal resumption often proves inadequate, as it could introduce alternative values or categorizations, potentially leading to ambiguities or misinterpretations.

Moreover, repetitions can underscore objectivity (while acknowledging the inherent subjectivity of all linguistic activities). Other anaphoric chains within thematic blocks are also noteworthy, as they frequently are not resumed throughout the text, given that these blocks semiotize specific actions related to the research process and distinct objects.

Para o desenvolvimento deste estudo, utilizou-se ratos machos de 300+_20g dos quais foram isolados as artérias aortas para fazer o experimento de anel aórtico em uma solução

fisiológica para que o tecido não morra e possa funcionar como se ele estivesse dentro do corpo. *Depois disso, foram aplicadas três doses de veneno (0,25; 0,37; 0,5mg/g).*

[For the development of this study, male mice of 300+_ 20g were used whose *aorta arteries were isolated for the experiment* on the aortic ring in a saline solution so that the tissue would not die and could function as if it were inside the body. *After this, three doses of the venom were applied (0,25; 0,37; 0,5mg/g).*]

In the textual excerpt above, the context/introduction introduces a unit of meaning through the noun phrase “as serpentes” (the snakes), providing a broader contextual framework for the more specific topic already introduced in the title and resumed in this block. Subsequently, this noun phrase is resumed within the same block by the expression “(d)esses répteis” (of these reptiles).

It is important to highlight the use of possessive pronouns as resumption mechanisms, although in this case, their inclusion may be deemed unnecessary. Such resumptions via hypernyms enrich the text by adding information while demonstrating, particularly in the case of non-native speakers, the acquisition of linguistic resources necessary for textual cohesion and mastery of specialized vocabulary within their field of knowledge.

Comparing the student’s initial and final productions highlights significant learning gains regarding linguistic forms, enabling her to articulate text structure and reconfigure the genre. This underscores the role of learning in the dialogic relationship with linguistic mechanisms and emphasizes the importance of textual organizers in enhancing text progression, segmentation, and thematic coherence within the genre.

The comparison between the Initial Production and the Final Production reveals an expansion of the student's repertoire (knowledge about the language and the genre) concerning linguistic resources in Portuguese. As observed in the configuration of the Initial Production, the linguistic resources that involve a production instance and the configuration of the genre are mobilized in a rather unorganized manner. The broader use of linguistic resources, to some extent, led to a reconfiguration of the genre. This reconfiguration, from an enunciative perspective of language resources, also culminates in the student's mastery of mobilizing the social role assumed in the text. The Final Production demonstrates more deliberate choices regarding linguistic resources for text construction.

Furthermore, this allowed us to understand that considering writing skills alongside the construction of social roles and identities are complementary aspects, as argued by Lea and Street (1998). It becomes evident that, aligned with the processes of writing and research, individuals develop language capacities to perform specific activities, shaping their social roles through and within text genres (Bronckart, 2012). These roles become more evident as they engage in linguistic practices and academic literacies.

CONCLUSION

In the context of teaching and learning Portuguese as an Additional Language (PLA), particularly within the framework of academic literacies, this study emphasizes that the teaching-learning process extends beyond the final production of a didactic sequence. In this research, the process encompassed three iterations of the oral communication abstract genre.

The students' texts reflect varying levels of engagement with reading and writing activities related to research. The findings indicate that both individual interactions and classroom activities played a significant role in enabling students to reconfigure their texts. Through this process, they consciously employed linguistic resources to articulate their ideas in oral communication abstracts for specific academic purposes. Furthermore, these texts reveal how students construct representations of academic language practices, offering insights into the nuanced development of academic literacies.

The context of production is critical in shaping the genre, which is linguistically configured and analyzed dialectically at both macro and microtextual levels, as proposed by Socio-Discursive Interactionism. This analytical framework, rooted in Volóchinov's (2018) epistemology, adopts a top-down approach to textual analysis.

While significant progress was observed, this study acknowledges the need to further develop students' reflective practices to address the complexities inherent in academic writing. The proposed model also offers opportunities for expanding intervention activities. Nonetheless, fostering student autonomy in the use of language across diverse social and academic contexts remains a fundamental goal.

Institutionally, this research underscores the importance of supporting the internationalization of both the Portuguese language and the university. It highlights the challenges faced by international students entering Brazilian academia and the need to expand linguistic capacities for academic practices within a globalized context. Such efforts are vital not only for communication but also for knowledge production through academic genres.

For GEPLA, this research reinforces the significance of its 15-year commitment to developing materials tailored to students' needs, training educators, and organizing PLA courses. These activities are structured around a triadic foundation—research, teaching, and teacher training—which sustain each other and promote the dialectical construction of knowledge within the institution.

The teaching-learning context explored in this study allows for a reflection on the students' evolving roles as evidenced in their texts. This progression is shaped by linguistic units constructed within academic-scientific activities and the mobilization of knowledge such activities produce. The perspective presented also emphasizes the formation and development of researchers, encompassing the *what to say* and *how to say* required for students to actively participate in scientific communities (Rinck, 2015).

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DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

To assist with the revision process, we utilized the ChatGPT artificial intelligence tool. We emphasize that its use was solely and exclusively for addressing issues related to the English language. The content was organized and produced by the authors and subsequently underwent further revision by them.

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