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PARANÁ**  
**Cornélio Procópio Campus**

**GRADUATE PROGRAM IN TEACHING  
PROFESSIONAL MASTER'S IN TEACHING**

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**EDUCATIONAL TECHNICAL PRODUCTION**

**FROM RESEARCH TO SYNTHESIS:  
TEACHING ABSTRACT IN ACADEMIC WRITING**

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TEACHING ABSTRACT IN ACADEMIC WRITING**

**DA PESQUISA À SÍNTESE:  
O ENSINO DO ABSTRACT NA ESCRITA ACADÊMICA**

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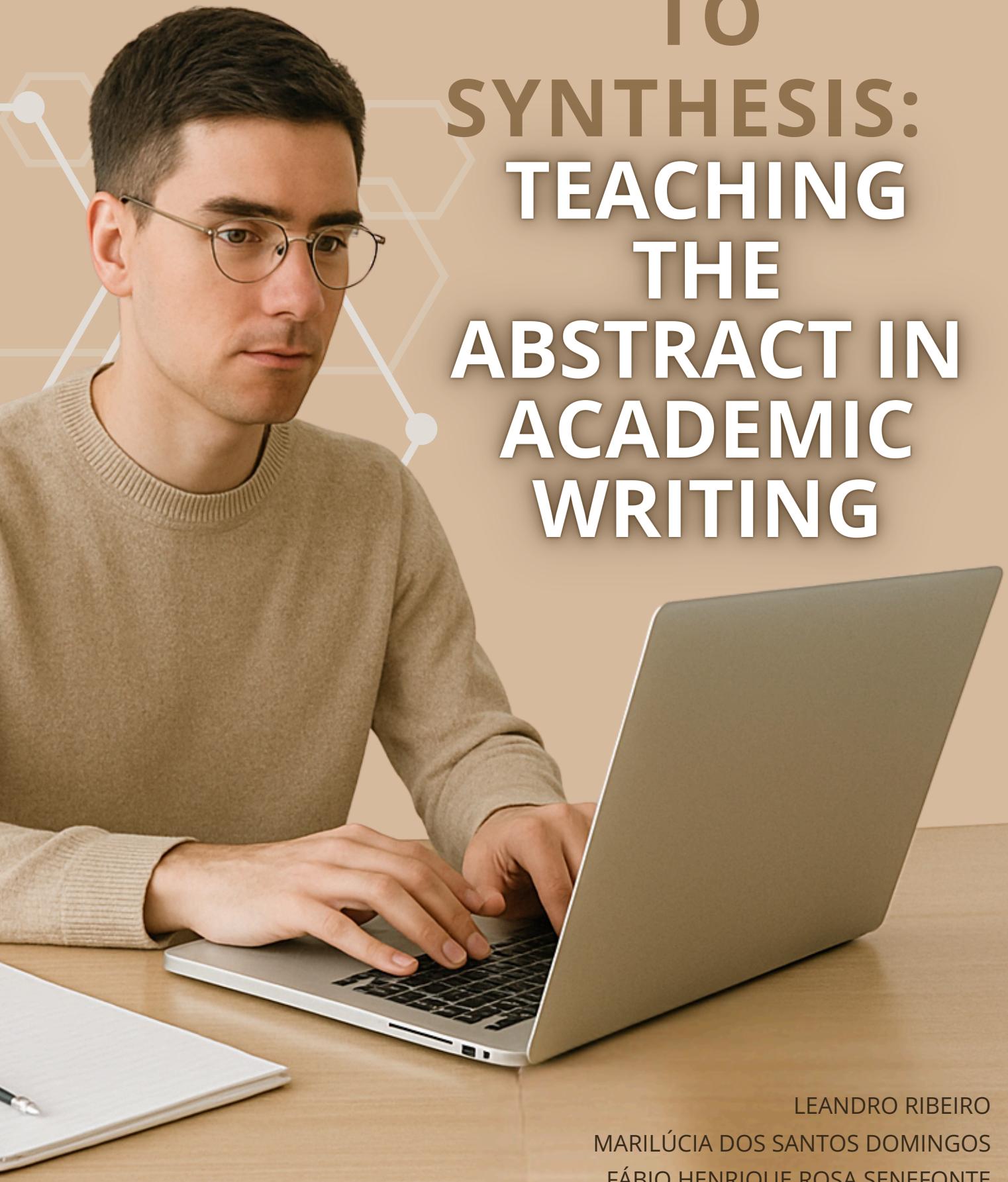
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# TECHNICAL INFORMATION OF THE EDUCATIONAL TECHNICAL PRODUCT

## **Title of the Educational Technical Product (ETP)**

**From Research to Synthesis:** Teaching the Abstract in Academic Writing

## **Title of the Educational Technical Product (ETP) in Portuguese**

**Da Pesquisa à Síntese:** O Ensino do Abstract na Escrita Acadêmica

## **Authors**

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## **Category of the ETP**

PTT 1: Didactic / instructional material

## **Type of ETP**

Didactic Guide

## **Educational level and stage targeted by the ETP**

Higher education

## **Target audience**

Professors

## **Aim and purpose:**

To provide professors with didactic tools for teaching the English language, specifically focused on the development of language capacities in students for the textual production of the abstract genre.

## **Implementation context**

State University of Northern Paraná, Paraná state, Brazil, in 2025.

## **Evaluation of the ETP**

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## **Institution / Program**

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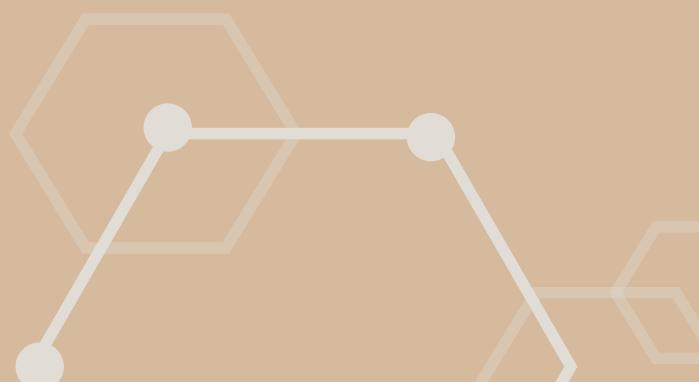
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# LIST OF ABBREVIATIONS AND ACRONYMS

ABNT	Brazilian Association of Technical Standards
AI	Artificial Intelligence
APA	American Psychological Association
CAPES	Coordination for the Improvement of Higher Education Personnel
DMG	Didactic Model of Genres
ETP	Educational Technical Product
GDS	Genre-based Didactic Sequence
IELTS	International English Language Testing System
PPGEN	Graduate Program in Teaching
SDI	Sociodiscursive Interactionism
TMG	Theoretical Model of Genres
UENP	State University of Northern Paraná
VIPSI	Voluntary Institutional Program for Scientific Initiation



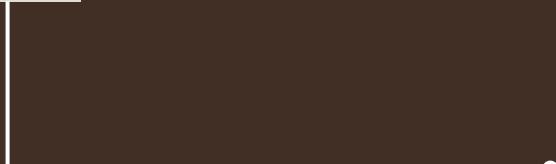
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# INTRODUCTION

This Educational Technical Product (ETP) is a didactic guide, structured from a genre-based didactic sequence (GDS) (Barros, 2020; Dolz; Noverraz; Schneuwly, 2004), intended for the teaching of the English language to students of a Portuguese/English Language and Literature undergraduate program, since this training also encompasses the improvement of both Portuguese and English. However, it may also serve as a teaching tool for instructors in other fields of knowledge, as it is aimed at developing students' language capacities for text production, more specifically, for writing abstracts.

This ETP was developed within the scope of the Graduate Program in Teaching (PPGEN) at the State University of Northern Paraná (UENP) and is an integral part of the dissertation entitled "Resumo/Abstract: Instrumento Para o Ensino da Língua Inglesa na Formação Inicial Docente"<sup>1</sup>, available at: [dissertation](#).



<sup>1</sup>In English: "Abstract: An Instrument for Teaching English in Initial Teacher Education".

The choice of this genre as the organizing axis of the ETP/GDS is justified by its relevance in the academic/scientific context, where it is a mandatory component of articles, dissertations, theses, and undergraduate final papers. However, in the Literature Review carried out as part of the dissertation, we found a scarcity of studies that systematically address the teaching of this genre, specifically in Language and Literature programs. This gap is even more evident in the education of English teachers, highlighting the need that this ETP seeks to fulfill.

It is important to clarify that, although the abstract genre is part of different academic genres, as previously mentioned, this ETP takes the scientific article/paper as its source text. Above all, we conceive the abstract as a specific genre, due to its own characteristics, and not as a mere component of another genre.

According to Brazilian Technical Standards Association (ABNT, 2021), abstracts are defined as a synthesis of the essential points of a document, consisting of aims, methods, results, and conclusions. Swales and Feak (2009) further specify an abstract as a brief academic genre, essential for disseminating research and facilitating

the circulation of knowledge, a perspective also reinforced by Figueiredo and Bonini's (2006) study. Swales and Feak (2009) also emphasize that abstracts play a significant role in academia, being widely used to evaluate paper submissions and presentation proposals at scientific and academic events. The authors highlight that this genre fulfills at least four main functions: first, it acts as an independent mini-text, providing readers with a concise summary of the research topic, the methodology employed, and the most relevant results; second, it serves as a resource that helps readers decide whether to explore the full work; third, it functions as an introduction that guides readers on what to expect when reading the complete text, working as a roadmap; and finally, it is a reference tool for writers, professionals, and editors in the preparation of abstracts.

The choice of this genre as the axis of our proposal is also justified by my academic experience in the Language and Literature undergraduate program, where practical contact with abstracts occurred only during the Voluntary Institutional Program for Scientific Initiation (VIPS), when writing my first scientific article, and in the production of my undergraduate thesis. This experience highlights the need for Language and Literature undergraduate programs to offer more opportunities and resources

to address this genre systematically, since not all students take part in extracurricular activities.

Both for the development of the ETP/GDS and for the conducting of the research, we relied on the theoretical-methodological framework of the didactic perspective of Sociodiscursive Interactionism (SDI) (Barros, 2019, 2020; Barros; Corrêa, 2023; Barros; Gonçalves, 2023; Barros; Striquer; Gonçalves, 2019; Díaz; Cristovão; Barros, 2023; Dolz, Noverraz, Schneuwly, 2004; Souza; Striquer, 2023), which we address in the next section.

# 1 THEORETICAL-METHODOLOGICAL FRAMEWORK

In this section, we present the theoretical foundations that underpin our research. We address SDI and its conception of language as a social and discursive phenomenon; discuss didactic engineering (Dolz; Noverraz; Schneuwly, 2004); detail the modeling process, including the construction of the Theoretical Model of a Genre and the Didactic Model of such Genre; and finally, explore the structure of the GDS according to Dolz, Noverraz, and Schneuwly (2004), and Barros (2020).

According to Magalhães and Cristovão (2018), language is the central element in human development and, for this reason, is the main focus of SDI, which studies it beyond linguistics *per se*, integrating “historical, psychological, cognitive, cultural, and social aspects” (Magalhães; Cristovão, 2018, p. 22).

Language, according to Bronckart (2009) and aligned with the principles of Bakhtin’s Circle, is a social, historical, and discursive phenomenon, employed in human interaction and in the construction of meanings in specific contexts.

Its formation and development are linked to the variety of social practices, resulting in different genres, which are concrete enunciations. For SDI, since all genres manifest through texts, it is through texts that human actions and development can be analyzed and understood. Therefore, SDI refers to genres as textual or genres.

From the didactic perspective of SDI, the more individuals master the different existing genres, the better they can participate actively and critically in society. For this reason, this perspective, also called the Geneva Group, argues that educational institutions should develop students' language capacities for writing and reading genres. To achieve this, researchers such as Dolz, Noverraz, and Schneuwly (2004) propose didactic engineering, which consists of procedures to transform the genres present in society into teaching objects.

Didactic engineering involves, first, the construction of a Theoretical Model of a certain Genre (TMG) (Barros, 2012), which consists of a theoretical description of the genre, encompassing the elements that constitute its production context and textual organization (Bronckart, 2009). This model is not necessarily tied to teaching and can be developed for research and analysis purpose (Barros, 2012). However, when there is the intention

of transforming this knowledge into teaching content, the construction of the Didactic Model of Genres (DMG) follows. According to Machado and Cristovão (2006), the DMG is a tool that allows analysts and/or teachers to identify the essential elements of a given genre and select teachable dimensions, considering the teaching object and students' language capacities. Thus, modeling becomes a fundamental tool for constructing the GDS.

The theoretical concepts and procedures for the development of TMG, DMG, and GDS are described in greater detail in our dissertation (Ribeiro, 2025). Below, we present the models we have constructed for the abstract genre, in order to provide a comprehensive understanding of our intervention proposal.

## 2 THEORETICAL MODEL OF THE ABSTRACT

For the development of the TMG (Barros, 2012), we analyzed a set of genre samples, five abstracts, which constitute five scientific articles published in A1 Qualis<sup>2</sup> journals, namely:

Chart 1 - Set of genre exemplars/cospus for the development of the TMG

N.	Authors	Title of the scientific article	Journal	Qualis	QR Code
1	Giovana Maria Carvalho MARTINS Thereza Cristina de Souza LIMA	Inglês na primeira infância: educação bilíngue no Brasil	Revista Linguística	A1	
2	Vanessa Borges de ALMEIDA	Mapeando a proficiência em leitura e compreensão oral em inglês de alunos de letras	Trabalhos Linguística Aplicada	A1	
3	Ângela FUZA Renilson José MENEGASSI	Ordenação e sequenciação de perguntas de leitura: proposta de trabalho para crônica e pintura no livro didático	Alfa: Revista de Linguística	A1	
4	Paula Kracker FRANCESCON Vera Lúcia Lopes CRISTOVÃO	O papel da reflexividade no desenvolvimento profissional docente de professores de Língua Inglesa em formação inicial	Calidoscópio	A1	
5	Adria Kezia LIMA Neuda Alves do LAGO	A literatura no ensino de Língua Inglesa	Domínios Lingu@gem	A1	

Source: Ribeiro (2025)

<sup>2</sup>Qualis is the official journal classification system used by CAPES (Coordination for the Improvement of Higher Education Personnel, a Brazilian federal agency) to evaluate the quality of scientific production in graduate programs (CAPES, 2019).

The results of the investigation on the abstracts that constitute these five articles demonstrate the characteristic elements of the genre, which we present succinctly below:

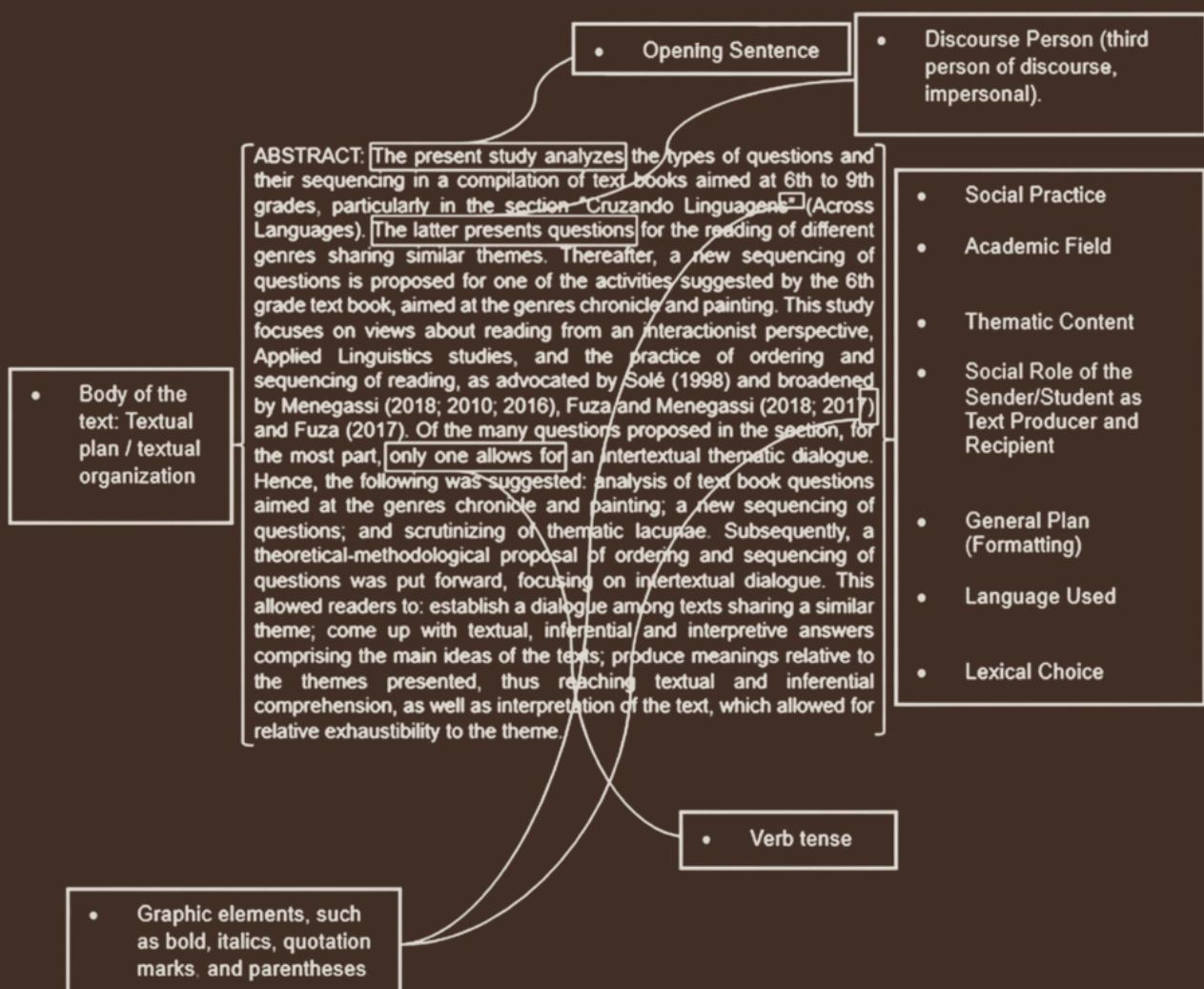
Chart 2 - Summary of the characteristics of the abstract genre

<b>Elements that Shape Action Capacities</b>	<ul style="list-style-type: none"> <li>- Social practice/function: to synthesize the content of a scientific work clearly and concisely, allowing readers to quickly assess the relevance and contribution of the research/work;</li> <li>- It is a written genre;</li> <li>- The human activity field of the textual genre is academic/scientific;</li> <li>- The senders/authors are scientists/theorists, researchers, teachers, graduate and undergraduate students, technical education and basic education students, etc.;</li> <li>- The recipients are individuals within the school/academic/scientific community;</li> <li>- Discursive role of the sender: individuals within the academic/scientific field aiming to disseminate the results of their research;</li> <li>- Discursive role of the recipient: individuals interested in research materials, lesson plans, teaching methodologies, study results, etc.;</li> <li>- The thematic content is exactly, and always, the same as that of the source text;</li> </ul>
<b>Elements that Shape Signification Capacities</b>	<ul style="list-style-type: none"> <li>- Abstracts reflect the scientific identity of the author through linguistic choices aligned with academic norms, such as objectivity, impersonality, and conceptual rigor.</li> <li>- Social and institutional voices predominate, with an emphasis on the empirical author's voice, resulting in an impersonal and objective enunciation.</li> <li>- These voices mainly come from scientific authorities and the academic community, which legitimize the knowledge produced.</li> <li>- The voices present in the genre reinforce the values of scientific discourse and the credibility of knowledge, aligning the text with academic/institutional practices and requirements.</li> </ul>
<b>Elements that Shape Discursive Capacities</b>	<ul style="list-style-type: none"> <li>- The genre is structured by: a) an organizing expression and b) the text itself;</li> <li>- The length in lines or words, the font and font size, as well as line spacing, are established by the guidelines of the journal in which the text is published; typically, the text is formatted in a single paragraph;</li> <li>- The text itself is organized by presenting the aims, theoretical foundations, methodology, results, and conclusion of the study, which may vary according to the journal's guidelines; it is common for the text to begin with an opening sentence (referred to as the opening sentences of abstracts);</li> <li>- The type of discourse is theoretical, with more technical language, characterized by impersonality;</li> <li>- The predominant sequence is descriptive.</li> </ul>
<b>Elements that Shape Linguistic-Discursive Capacities</b>	<ul style="list-style-type: none"> <li>- Use of formal language and lexical resources that reflect the academic/scientific field;</li> <li>- The predominant verb tense is the present/simple present;</li> <li>- It is common to use connectors of cause and effect, temporal sequence, and addition, which play a fundamental role in building textual cohesion, allowing for a clear and logical flow of ideas;</li> <li>- The enunciative voice is social.</li> </ul>
<b>Elements that Shape Multisemiotic Capacities</b>	<ul style="list-style-type: none"> <li>- Elements such as bold, italics, parentheses, paragraphing, and formatting contribute to meaning-making and to a better understanding of the text.</li> <li>- Italics, bold, and/or uppercase are used in the organizing expression "abstract," serving the function of visually signaling the beginning of the genre and structuring the text.</li> </ul>

Source: Ribeiro (2025), and Pontara (2021).

Based on this TMG, we chose the abstract from sample 3 of our *corpus*, entitled “Ordenação e sequenciação de perguntas de leitura: proposta de trabalho para crônica e pintura no livro didático” (“Ordering and sequencing of reading questions: a work proposal for chronicle and painting in the textbook”), as the reference text for what we expect participants in the implementation of the ETP/GDS to produce at the end of the process. This sample was selected because it concretely illustrates the materialization of the elements described in the TMG, as shown in the figure below.

Figure 1 - Reference text abstract



**Source:** Reference text: Fuza and Menegassi (2019). Analysis elaboration (balloons and markings): Ribeiro (2025).

# 3 EDUCATIONAL TECHNICAL PRODUCTION

For the presentation of the Didactic Guide, we first provide a synopsis of the DSG:

Chart 3 - Synopsis of the didactic sequence for teaching the genre abstract

WORKSHOPS	AIMS	ACTIVITIES
1 Exploring The Abstract Genre	Present the class project: developing students' discursive practice in the production of abstracts.	<ol style="list-style-type: none"> <li>1. Exploratory activity – encourage students to reflect on their prior experiences and knowledge, as well as to prepare them for understanding and producing the genre;</li> <li>2. Theoretical definition of the genre;</li> <li>3. Reading of abstract samples and questions related to social practice.</li> </ol>
2 First Production	Create the first sample of the genre.	<ol style="list-style-type: none"> <li>1. Writing a first sample of the abstract.</li> </ol>
3 Getting to Know the Elements of the Context of Production	Understand the field of circulation or sphere, the sender, the receiver, the social function of the genre, and the thematic content.	<ol style="list-style-type: none"> <li>1. Activity exploring the term “resumo” (in Portuguese) as a designation that encompasses different textual genres;</li> <li>2. Questions focused on identifying elements of the production context of the genre context and the convergence between the organization of the article and the abstract;</li> <li>3. Theme definition and identification in genre samples.</li> </ol>
4 Exploring the Textual Infrastructure of Abstracts	Understand the textual plan and the use of impersonality in textual planning.	<ol style="list-style-type: none"> <li>1. Activities on the overall structure of the abstract;</li> <li>2. Questions regarding textual organization and the use of impersonality;</li> <li>3. Exercises on formatting and on organizing expressions.</li> </ol>
5 The Textualization Mechanisms of Abstracts	Understand how to start an abstract, the appropriate use of verb tenses and formal language adopted in the genre.	<ol style="list-style-type: none"> <li>1. Activities on opening sentences;</li> <li>2. Exercises on the use of formal language and the simple present tense;</li> <li>3. Activity: Knowledge Roulette – review and consolidation of the content.</li> </ol>
6 Multisemiotic Aspects in the	To present the multisemiotic aspects of the abstract genre,	<ol style="list-style-type: none"> <li>1. Activities on the use of graphic resources that aid in constructing</li> </ol>

	Abstract	highlighting the strategic use of typographic elements such as bold and italics to enhance the clarity, organization, and readability of the academic text.	the meanings of the text, such as bold and italics.
7	Capacity of Signification	To identify and analyze the recurrent lexical and conceptual choices in the abstract genre and their effects on meaning/signification.	1. Activity on interpreting lexical choices and other linguistic aspects.
8	Final Production	Develop the first version of the final production of the abstract covered.	1. Writing the final production; 2. Activities on the use of Artificial Intelligence in the production of abstracts, as well as on authorship and knowledge creation.
9	Revising and Rewriting the Final Production	Revise and rewrite the first version of the final production.	1. Activity for revising the first version of the final production using a self-assessment guide; 2. Rewriting the abstract based on issues identified in the self-assessment and corrections made by the teacher (final version).
10	Closing	To circulate the genre.	1. Activity of submitting the article previously produced in the GDS, along with its corresponding abstract, to a scientific journal.

Source: Ribeiro (2025).

# WORKSHOP

1

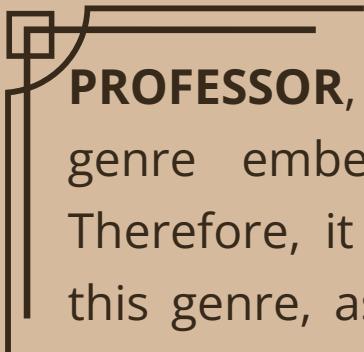


*EXPLORING*

*THE*

*ABSTRACT*

**Aim:** Present the class project: developing students' discursive practice in the production of abstracts.

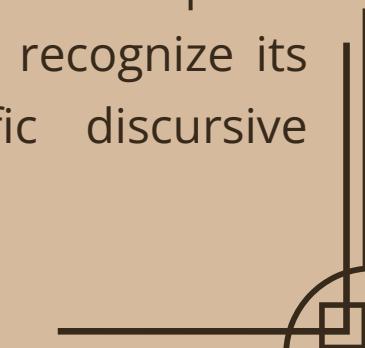


**PROFESSOR**, explain to the student that the abstract is a genre embedded in the academic/scientific context. Therefore, it is important for undergraduates to master this genre, as their education is geared toward teaching activities and research development. Say that this genre is also circulated in graduate programs: the abstract is an integral part of monographs, dissertations, theses, book chapters etc. However, this genre-based didactic sequence is focused on enhancing the abstract of scientific articles.

For the implementation of this Didactic Sequence of Genres (DSG), it is essential that students have already produced a scientific article of their own authorship, which may or may not be linked to scientific initiation projects or academic activities involving research. This is because, according to the assumptions of the Didactic Sequence of Genres (DSG) methodology, the learning of a genre must occur from real situations of language use. Dolz, Noverraz, and Schneuwly (2004) state that the DSG should start from a situated language problem, that is, a concrete difficulty faced by students in an authentic context of

text production. In this case, the need to write an abstract of a scientific article constitutes a legitimate and relevant problem, especially in the context of initial teacher education.

As highlighted by Barros and Gonçalves (2023), the DSG must be anchored in language practices that are meaningful to students, and this is only possible when the genre — in this case, the abstract — is linked to a real source text and to the social practices of scientific dissemination. Thus, addressing this genre acquires meaning and relevance, since students can recognize its communicative purpose and the specific discursive demands.



## STUDENT-DIRECTED ACTIVITY:

**1. Have you ever participated in a scientific event?**

*Personal answer.*

**2. What is a scientific article? What is the function of this genre?**

*Suggested answer: A scientific article is an academic text that presents the results of research or analysis on a specific topic. Its function is to communicate discoveries, contribute to knowledge in the field, and allow other researchers to verify and use these results (Silva et al., 2013).*

**3.** Have you ever produced an abstract? If so, when and why?

*Personal answer.*

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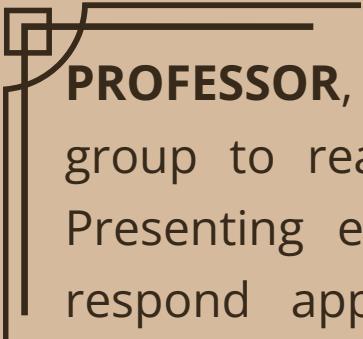
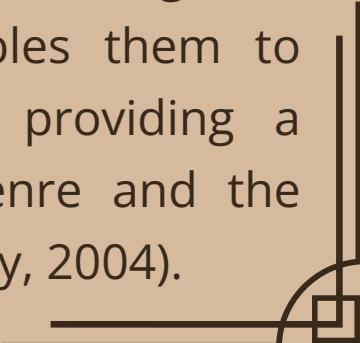
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# WHAT IS AN ABSTRACT?

The abstract is an academic genre that aims to synthesize, clearly and objectively, the main points of a source text, which can include scientific articles, dissertations, theses, monographs, book chapters, etc. The purpose of this genre is to provide an overview of the content of the source text, so that, readers can decide whether reading the full source text is relevant to their research or other interests (ABNT, 2021; Hyland, 2004; Salete, 2000; Sousa, 2006; Swales, 1990; Swales & Feak, 2009).

# HERE WE GO: LET'S GET TO WORK!

At the end of this didactic sequence, you will produce a technical abstract, taking into account the elements that constitute this genre and, therefore, will be covered throughout this material.

 **PROFESSOR**, for the following activity, ask the student or group to read some examples of the abstract genre. Presenting examples to the student enables them to respond appropriately to the questions, providing a foundation for understanding both the genre and the content addressed (Dolz; Noverraz; Schneuwly, 2004). 

1. Carefully read the following examples of abstracts:

## Chart 4- Abstract 1

This article aims to discuss about early childhood education and bilingualism in Brazil. The focus is on English teaching and Brazilian bilingual schools. It addresses the acquisition of the English language in early childhood, discussing child development and childhood (Edwards; Gandini; Forman, 2016; Iverson, 2010), bilingualism and discussions about language acquisition (Mozzillo, 2015; Vian Jr; Weissheimer; Marcelino, 2013; Megale, 2005), about the bilingual child (MARTINS, 2007) and also about bilingual schools and bilingualism in Brazil (FILIZOLA, 2019; MOURA, 2016). The methodology used was the bibliographic review, developing the investigation through the analysis and discussions of several authors. The research theme started from the experience of one of the authors with bilingual education in early childhood, and from the need to demystify and understand the importance of acquiring a second language in childhood. The children were considered as active agents of their learning and as powerful subjects, and the language as a form of expression of these children in the context in which they are inserted.

**Source:** Martins and Lima (2021, p. 367).

## Chart 5 - Abstract 2

This article presents the results of a quantitative research on the English reading and listening proficiency of students of English Language and Literature undergraduate degrees in a Brazilian public university. The objectives of the study were to map students' proficiency level from beginning to mid-course semesters and to identify if there is level progression as students advance in the sequence of specific written-skills and oral-skills courses. A questionnaire about their academic profile and simulated reading and listening tests of the International English Language Testing System (IELTS) were administered to a total of 385 students, of which 243 took the reading test and 198 took the listening test. Besides, out of those, 32 retook the listening test, and 15 the reading test. Data were analyzed with descriptive and non-parametric inferential statistics. Results reveal a progression of proficiency level both in reading and listening from the beginning of the undergraduate course to the end of the specific skills course sequences.

**Source:** Borges-Almeida (2023, p. 140).

### Chart 6 - Abstract 3

The present study analyzes the types of questions and their sequencing in a compilation of text books aimed at 6th to 9th grades, particularly in the section “Cruzando Linguagens” (Across Languages). The latter presents questions for the reading of different genres sharing similar themes. Thereafter, a new sequencing of questions is proposed for one of the activities suggested by the 6th grade text book, aimed at the genres chronicle and painting. This study focuses on views about reading from an interactionist perspective, Applied Linguistics studies, and the practice of ordering and sequencing of reading, as advocated by Solé (1998) and broadened by Menegassi (2018; 2010; 2016), Fuza and Menegassi (2018; 2017) and Fuza (2017). Of the many questions proposed in the section, for the most part, only one allows for an intertextual thematic dialogue. Hence, the following was suggested: analysis of text book questions aimed at the genres chronicle and painting; a new sequencing of questions; and scrutinizing of thematic lacunae. Subsequently, a theoretical-methodological proposal of ordering and sequencing of questions was put forward, focusing on intertextual dialogue. This allowed readers to: establish a dialogue among texts sharing a similar theme; come up with textual, inferential and interpretive answers comprising the main ideas of the texts; produce meanings relative to the themes presented, thus reaching textual and inferential comprehension, as well as interpretation of the text, which allowed for relative exhaustibility to the theme.

**Source:** Fuza and Menegassi (2019, p. 186-187).

**2.** Would the abstracts you read help to understand the content of the original texts without the need of reading them in full? Explain each one, justifying your answer based on the elements presented in the abstracts.

***Suggested answer:*** Yes, the abstracts presented effectively fulfill the function of providing an overview of the content of the source text, helping the reader decide whether a full reading of the study is relevant to their research or interest.

***Abstract 1:*** Provides a clear overview of the focus of the study on bilingual early childhood education in Brazil, explaining the aspects covered (such as English language acquisition, child development, and bilingual schools), the methodology (literature review), and the relevance of the topic. Reading the abstract provides a general understanding of the topics discussed.

**Abstract 2:** Summarizes the aims of the study of reading and listening proficiency in English, highlighting the quantitative methodology, the number of participants, and the results. From the abstract, it is possible to understand the scope of the research and the key findings, without the need of reading the entire article.

**Abstract 3:** Succinctly presents the analysis of the sequence of questions in textbooks for elementary education, focusing on the proposal of a new methodological approach. The description of the study provides a basic understanding of the aims, methodology, and implications for teaching, facilitating the decision to read further if necessary.

3. Considering the three abstracts you have read, if you were a researcher seeking studies on language proficiency, which one would you select? Justify your choice.

**Suggested answer:** If I was a researcher seeking studies on language proficiency, I would choose Abstract 2.

**Justification:** Abstract 2 is directly focused on language proficiency, addressing the assessment of reading and listening proficiency in English among university students. The quantitative research provides specific data on the evolution of proficiency levels throughout the course, which is relevant for understanding linguistic development in an academic context.

# WORKSHOP

2



FIRST

PRODUCTION

**Aim:** Create the first sample of the genre.

**PROFESSOR**, the first production promotes "privileged moments of observation, which allow refine the sequence, frame and adapt it more precisely to the students' actual abilities" (Dolz; Noverraz; Schneuwly, 2004, p. 102). We suggest that, for the following activity, students be asked to produce the abstract of the article they have written.

## **STUDENT-DIRECTED ACTIVITY:**

Now, let's move on to the production!

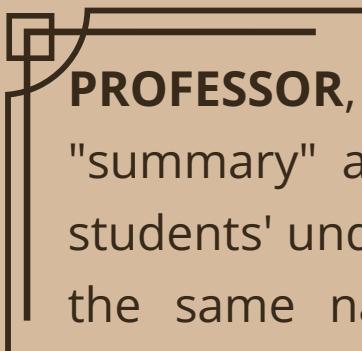
Based on your knowledge so far about the abstract, create an example of this genre about the scientific article you have written.

# WORKSHOP

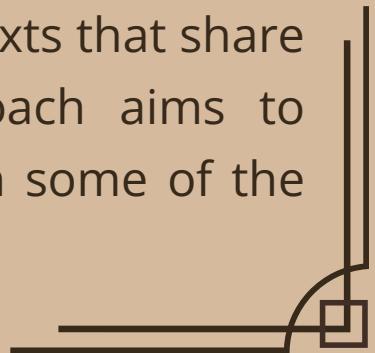
3

***GETTING TO KNOW  
THE ELEMENTS OF  
THE CONTEXT OF  
PRODUCTION***

**Aim:** Understand the field of circulation or sphere, the sender, the receiver, the social function of the genre, and the thematic content.



**PROFESSOR**, begin the class by discussing the term "summary" and its different types, in order to promote students' understanding of the diversity of texts that share the same name. Furthermore, this approach aims to provide students with an initial contact with some of the characteristics of the abstract.



### **STUDENT-DIRECTED ACTIVITY:**

# **WHAT IS A SUMMARY?**

According to Salete (2000), the term "summary" is used to refer to different genres, each with its own characteristics and specific aims. These particularities are

directly related to the context in which the summary is produced, the purpose it serves, and the medium through which it is disseminated. Moreover, the interlocutors involved in the communication influence the structure and form of the summary, resulting in variations. In this regard, Salete (2000) presents a framework with the different genres that are referred to as summaries, namely:

Chart 7 – Different genres referred to as summaries

Summary Form	Sphere	Circulation	Authorship	Purpose	Recipient	Characteristics
School Summaries Notes	School Academic	School Texts	Source Text by Author A – Author of the Work  Summary Text by Author B – Student	Learning Assessment Tool	Students (Academics) Teachers	Concise presentation of the content of a work without personal judgment or interpretation. It reproduces the structure of the source text or is presented as a conceptual map
(ABNT <sup>3</sup> ) Informative or Analytical (Abstract) Indicative or Descriptive	Academic	Scientific Articles Theses Dissertations	Source Text Author A  Summarized Text Author A	Concise presentation of a research or study to the scientific community	Academic (Scientific) Community	Structured in a single paragraph, it generally presents the aims, theoretical assumptions, methodology, results, and conclusions
Summaries of works	Social School	Back cover of books, newspapers, and magazines. Literature textbooks	Source text author A / Summarized text author B	Persuasion to reading Promotion / sale Information Presentation of the work for didactic purposes	General readers, students	Same structure as the source text
Critical reviews	Academic Journalistic	Academic journals Newspapers	Source text author A Summary text author B	Presentation, evaluation, appreciation, and positioning regarding the ideas of the author of the source work	Scientific community, general readers	Structured in paragraphs, it includes analysis and interpretation of the work
Summary for cataloging entries.	Educational Academic	Libraries	Source text author A Summary text author B	Concise presentation of the content of the work	Library users	Structured in one or two paragraphs presenting the content of the work.

Source: Salete (2000, p. 07)

<sup>3</sup>A Brazilian acronym that means Brazilian National Standards Organization.

**1.** Among the various types of summaries, which differ mainly by their contextual characteristics, our focus in this work is on the abstract.

According to Salete's (2000) chart, the summary titled Abstract is regulated by ABNT, which provides the following definition: "A concise presentation of the relevant points of a text"<sup>4</sup> (ABNT, 2021, p. 1 - *our translation*) providing a clear and quick view of the content and conclusions of the work.

**Now, go back to chart and answer:**

**a)** In alignment with this definition, what is the communicative sphere or situation in which the abstract is inserted?

**Suggested answer:** *The communicative sphere or situation in which the abstract is inserted is academic.*

**b)** Totally integrated into the communication sphere, the abstract is an integral part of what academic genres?

**Suggested answer:** *The abstract is present in scientific articles, theses and dissertations, monographs, book chapters, etc.*

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<sup>4</sup>In Portuguese: "apresentação concisa dos pontos relevantes de um documento" (ABNT, 2021, p. 1).

**c)** Who is the producer, that is, the author responsible for the enunciation in the abstract?

**Suggested answer:** *The person responsible for producing the abstract is the same author of the source text (such as the scientific article, thesis, dissertation, etc.).*

**d)** What is the social function (purpose) of the abstract?

**Suggested answer:** *The social function/purpose of the abstract is to present concisely a scientific/academic research or study, addressed in a scientific article, thesis, dissertation, etc., to the scientific community.*

**e)** What is generally the interest of the reader of an abstract?

**Suggested answer:** *The main interest of the reader of an abstract is to obtain a quick and clear overview of the content and key points of an academic or scientific study.*

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# THEMATIC CONTENT

Thematic content is an element that constitutes any text and refers to the main theme/subject addressed in it (Bronckart, 2009). In an abstract, the theme is always the same as that of the source text.

1. Now, access the links we provided for the full articles – which are the original texts of the three abstracts we covered in Workshop 1. Your task will be to read the full articles and identify the central theme of the studies. Then, carefully read the three abstracts and answer whether the theme was clearly presented in each of them. Don't forget to justify your answer, pointing out the sections that either highlight or fail to highlight the clarity of the theme in the abstract.

**Link to access the full articles of each abstract:**

Article of abstract 1



Article of abstract 2



Article of abstract 3



## Suggested answer:

**Theme of abstract 1:** The intersection between Early Childhood Education and bilingualism in Brazil, with a particular focus on English teaching in bilingual schools.

Regarding the theme of the article, it was clearly presented in the abstract, as it faithfully follows the content addressed in the full article. The abstract highlights the main aims, such as discussing early childhood education and bilingualism in Brazil, with a focus on English teaching and bilingual schools in Brazil. It also exposes the central issues discussed in the article, including English language acquisition in childhood, child development, bilingualism, and the role of bilingual schools. Additionally, the abstract explains the methodology used and the justification for the study, highlighting the direct relationship between what is in the abstract and the full article content.

**Theme of abstract 2:** The level of proficiency in reading and listening comprehension in English of students in the Language and Literature program at a Brazilian public university.

The theme of the article was clearly presented in the abstract, as it trustworthily follows the content addressed in the full article. The central theme — "the quantitative research on reading and listening proficiency in English of students in the Language and Literature (English) program

at a Brazilian public university" — is well delineated. The abstract presents the main aims — mapping the proficiency level and identifying progressions throughout the course, the methodology used — "A questionnaire about their academic profile and simulated reading and listening comprehension tests from the International English Language Testing System (IELTS) [...]" —, the number of participants, and the analytical approach — "descriptive and inferential statistics." Additionally, the results are described concisely, highlighting the progression of proficiency throughout the course, which reinforces the clarity of the theme presented.

**Theme of abstract 3:** Analysis and sequencing of reading questions in textbooks for grades 6 to 9, focusing on the interaction between chronicles and paintings.

The theme was clearly presented in the abstract, as it faithfully follows the content addressed in the full article. The study deals with the analysis and sequencing of questions in textbooks aimed at students from grades 6 to 9, with a specific focus on the "Crossing Languages" section. The abstract accurately describes the aims including the proposal of a new sequencing of questions for the genres of chronicles and paintings, and highlights the theoretical framework supporting the work, based on an interactionist perspective of reading and Applied Linguistics studies. Additionally, the methodology used

and the results achieved (theoretical-methodological proposal for intertextual dialogue) are presented concisely and objectively. This structure makes clear the contribution of the study to the area of reading education.

# WORKSHOP

4



*EXPLORING THE  
TEXTUAL  
INFRASTRUCTURE  
OF THE ABSTRACT*

**Aim:** Understand the textual plan and the use of impersonality in textual planning.

**PROFESSOR**, explain to the student that the abstract is generally presented in a single paragraph, structured based on certain elements, according to Swales (1990). However, it is important to note that, although this structure is widely used in some areas of knowledge, variations may occur depending on the specific editorial requirements of scientific journals (Swales; Feak, 2009).

### **STUDENT-DIRECTED ACTIVITY:**

The textual plan or structure of the abstract is generally presented in a single paragraph, structured with the following elements: **a)** study aims; **b)** theoretical framework; **c)** methodology used; **d)** main results; **e)** conclusions. However, although this structure is common in various fields of knowledge, it is important to remember that variations may occur depending on the editorial standards of each journal or academic event. This means that, in some cases, different formatting or emphasis on certain parts of the abstract may be required, according to the style adopted by the publication (Swales; Feak, 2009).

Now, you will read the cards containing excerpts from an abstract. Your task is to identify the parts and organize them according to the general plan/structure of the genre. Make sure the sequence makes sense, following the common structure, while maintaining the clarity and cohesion of the text.

### ABSTRACT 1 (LINK):



Chart 8 – Suggested answer (1)

AIM	This qualitative case study aimed to explore the cognition (focusing on beliefs) of English teacher educators, from a state university in Paraná, about different aspects of initial teacher education (e.g., linguistic, theoretical and didactic- pedagogical knowledge).
THEORETICAL FRAMEWORK	In this sense, teacher cognition is adopted both as a unit of analysis and as the theoretical foundation (BORG, 2003).
METHODOLOGY	For such purposes, a semi-structured interview with open questions was administered in the aforementioned context.
RESULTS	Results reveal three dimensions: Linguistic Command (in terms of homogeneity, heterogeneity and expectations); Affordance (including agency, theoretical-methodological advancement, expectations in didactic-pedagogical and curriculum terms, identity factors, linguistic advancement and curriculum factors); and Hindrance (encompassing no agency; didactic-pedagogical factors; theoretical-methodological and linguistic gaps and physical and human factors).
CONCLUSIONS	It is expected that this research can contribute to theoretical and methodological reflections in the scope of language teacher education, given that teaching practices are significantly based on the set of beliefs of individuals in such scenario.

Source: Ribeiro and Senefonte (2024, p. 1).



## ABSTRACT 2 (LINK):

Chart 9 – Suggested answer (2)

AIM	This paper aims to understand how the essays that achieved the highest score in a vestibular organized the writing of the opinion article, requested as an essay.
METHODOLOGY	Four examples produced in a vestibular, in 2020, were analyzed, using the definitions and regular elements characteristic of the textual genre as a category.
RESULTS	The results showed that the greatest and most frequent difficulties present in the investigated essays are related to the articulation of linguistic-grammatical resources, which affected the semantic coherence of the texts, and the use of strategies that relate to the ENEM essay, not to the opinion article, leading to penalties that prevented the texts from reaching the maximum score.

Source: Striquer and Ribeiro (2021, p. 321).

## **NOW, ANSWER:**

**a) What linguistic elements or keywords helped to identify the general structure?**

### **Suggestion of answer:**

**Abstract 1:** The linguistic elements and keywords that help identify the parts of the abstract are:

**Aim:** Keywords: aimed to, explore, focus. Indicate the purpose of the study.

**Theoretical Framework:** Keywords: is adopted as the theoretical foundation, author citation (Borg, 2003). Point to the theoretical base.

**Methodology:** Keywords: semi-structured interview, administered. Relate to the data collection/generation method.

**Results:** Keywords: Results reveal, terms such as Linguistic Command, Affordance, Hindrance. Introduce and describe the findings.

**Conclusion/Contribution:** Keywords: It is expected that this research can contribute, theoretical and methodological reflections. Indication of the expected impact or contribution.

## **Abstract 2:**

**Aim:** Keywords: aims to understand, organized the writing. Indicate the central purpose of the study.

**Methodology:** Keywords: Four examples produced, analyzed using definitions and regular elements characteristic of the genre. Reference to data analysis and the methodological approach.

**Results:** The results showed difficulties related to linguistic-grammatical resources, strategies that relate to the ENEM essay. Presentation of the main findings of the study.

**b)** Not all abstracts contain all of the following parts: a) study aims; b) theoretical framework; c) methodology used; d) main results; e) conclusions. If an abstract, for

example, does not include the results, does it affect the perception of the research?

**Suggested answer:** The absence of results may lead to the understanding that the research is incomplete or ongoing.

c) The abstract generally uses, according to the predominance evidenced in the theoretical model in Ribeiro's (2025) study, the third person in an impersonal manner in the text's planning. For example: "This qualitative case study aimed to explore the cognition (focusing on beliefs) of English teacher educators, from a state university in Paraná." Explain why the use of impersonality is important in this genre.

**Suggested answer:** The use of impersonality in abstracts is essential to ensure objectivity and neutrality (When the adopted research paradigm has this focus, as not all paradigms are concerned with the issue of impartiality). It allows the focus to remain on the data and results of the study, avoiding personal impressions that could compromise the clarity and credibility of the text.

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# FORMATTING OF THE ABSTRACT

The abstract, in addition to summarizing the main information of a study, must follow specific formatting guidelines that vary according to the editorial guidelines of the institution or journal of publication. These guidelines include, for example, the use of a specific citation style (such as APA or ABNT)<sup>5</sup>, which defines how sources should be referenced and the general format of the text.

Additionally, the word count is another essential criterion. Abstracts typically must be between 150 and 250 words, but this may vary depending on the reasons provided. Other formatting aspects include:

## OTHER FORMATTING ASPECTS INCLUDE:

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<sup>5</sup>APA (American Psychological Association) and ABNT (Brazilian Association of Technical Standards) are widely used standards for formatting academic and scientific papers (Sá, 2023).

- **Font:** usually Times New Roman or Arial, size 12.
- **Alignment:** frequently aligned to the left, with no indentation.
- **Paragraph:** multiple paragraphs are not used in abstracts, only a single block of text.
- **Spacing:** can be single or 1.5 line spacing.
- **Indentation:** abstracts usually have no indentation.

These rules ensure standardization across different publications.

The abstract is introduced in the article through an organizing expression, such as “Resumo”/“Abstract,” followed by the text itself, as can be seen in the example below:

Figure 2 – Organizing expression

**Abstract:** In this article, we present the potentiality for mobilizing language operations to develop the *meaning capacities* in the didactic transposition of the opinion article genre within the context of the *Olimpíada de Língua Portuguesa* [Portuguese Language Olympiad]. Additionally, we investigate the potentiality of this process in creating or adapting didactic activities that make students more critical readers and producers of the genre. To this end, we examine the *Caderno Pontos de Vista* [Points of View Workbook] (2021), which presents the didactic sequence used by the contest as a tool for teaching the genre. The results indicated the presence of activities with this focus throughout the didactic sequence workshops, confirming the relevance of these capacities.

Organizing expression.

**Source:** Cristovão and Barros (2024, p. 1, highlight insertion made by the researchers).

The formatting of this expression may vary according to the guidelines of the scientific journal, and it may be presented in bold, italics, uppercase letters, or other styles.

# WORKSHOP

5

*THE*

**TEXTUALIZATION**

**MECHANISMS OF**

**THE ABSTRACT**

**Aim:** Understand how to start an abstract and the appropriate use of verb tenses and formal language adopted in the abstract.

**PROFESSOR**, explain to the student that it is common to use opening sentences when starting to write an abstract. Explain that these opening sentences and other lexicon used in the abstract employ the simple present tense to present the objective, theoretical foundation, methods, and results of the research or a research question.

### **STUDENT-DIRECTED ACTIVITY:**

# **WHAT ARE OPENING SENTENCES**

Opening sentence or opening sentence of abstracts (Swales; Irwin; Feak, 2009) is a type of sentence that aims to introduce the main topic of the article in a clear and objective manner, allowing the reader to understand, right at the beginning, what will be discussed in the text. Thus,

the opening sentence serves as a hook that provides an overview of the content of the scientific article, preparing the reader for the points that will be addressed in it.

## **EXAMPLES OF OPENING SENTENCES:**

- "This study investigates..."
- "The research explores..."
- "This work evaluates..."
- "In this research..."

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# **SIMPLE PRESENT TENSE**

The Present Simple (or Simple Present) tense is widely used in abstracts because it is a verb form that highlights information clearly, objectively, and impersonally. It is ideal for communicating content in a factual and direct manner, emphasizing both the research objectives and the main conclusions.

Impartiality and impersonality: In the abstract, it is common to avoid using the first person, such as "I" or "we," characteristics that make the text more professional and objective; it suggests that the findings and conclusions are relevant in the present moment and valid continuously; it facilitates the reader's understanding, as it expresses information directly and without ambiguity.

Moreover, these aspects are presented through formal language, in accordance with the linguistic variation required in the academic sphere, where abstracts are widely used.

## **KNOWLEDGE ROULETTE:**

In this activity, you will have the opportunity to review and reinforce what you have learned throughout the workshops. We will use a roulette – found in **Appendix A** – with questions that cover the main concepts and content addressed regarding the abstract.

## **HOW IT WILL WORK:**

**Formation of the groups:** The class will be divided into two groups to participate in the activity.

**Spin the roulette:** In each round, one group will have the

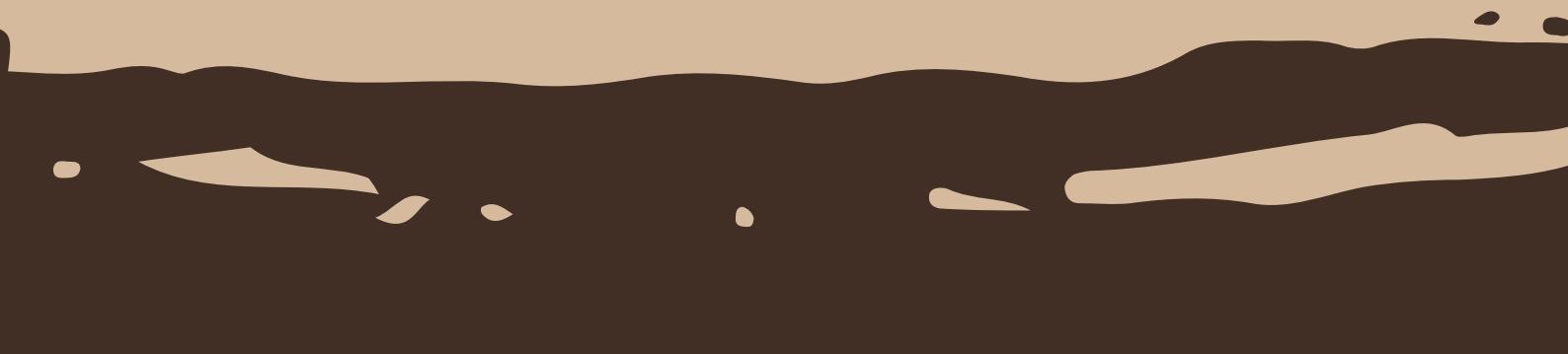
chance to spin the roulette, which will stop on a question about the abstract. Even if the group answers correctly, the next round will belong to the other group, which will spin the roulette. This ensures that all participants have the chance to interact in the game, promoting inclusion and active participation throughout the activity.

**Answer the question:** When the group is selected, they will have 1 minute to think and answer the question. The group can access the material from the workshops and their notes to help formulate the answer. The answer should be clear and objective, explaining simply what was learned about the abstract. If the answer is correct, the group earns a point; if not, the opposing group gets the point.

**Winner:** The winner of the activity will be the group that accumulates the most points throughout the activity. Each time the group answers correctly, they earn a point. Since each group will have the opportunity to spin the roulette and answer questions, the victory will be determined by active participation and the number of correct answers during the game.

# WORKSHOP

6



*MULTISEMIOTIC  
ASPECTS IN THE  
ABSTRACT*

**Aim:** To present the multisemiotic aspects of the abstract genre, highlighting the strategic use of typographic elements such as bold and italics to enhance the clarity, organization, and readability of the academic text.

**PROFESSOR**, in this workshop, the goal is to help students understand the importance of multisemiotic aspects in the construction of an abstract. Explain that elements such as bold, italics, parentheses, quotation marks, and other typographic resources are not mere aesthetic details, but tools that assist in the organization, emphasis, and clarity of academic writing. Emphasize that, in abstracts, these elements help highlight keywords, technical terms, and sections of the text, facilitating reading and making scientific communication more effective. Guide students to observe how these aspects are used in abstracts and to reflect on how they can apply them appropriately in their own productions.

Abstracts are not made up of words and ideas alone. The way the text is presented also influences the clarity and organization of the information. Taking into consideration some institutional manuals/documents (ABNT, 2018; 2023; FUNAG, *s.d.*; PUC-RIO, *s.d.*; UNISA, 2023), resources such as bold, italics, quotation marks, and parentheses help highlight important elements and make reading more efficient.

- **Bold** can be used to emphasize key concepts, helping the reader quickly identify essential terms and highlight the title of a work, such as books, journals, plays, films, songs, among others.
- Also used to highlight titles of works, *italics* serve specific purposes, such as marking foreign words and emphasizing technical terms or relevant expressions.
- Quotation marks " are widely used to indicate direct quotations, highlight terms with a special meaning, or words being discussed in the text itself. Their use is essential to distinguish between the author's voice and other sources.
- Parentheses ( ) are used to include references, explanatory additions, or supplementary information that help contextualize the content without interrupting the main flow of the text.

It is important to highlight that the use of these elements may vary according to the guidelines of the journal or conference where the abstract will be published. Some editorial standards have specific preferences, such as restricted use of bold, standardized use of italics for foreign words, and the requirement of quotation marks only for direct quotations. Therefore, it is essential to check the rules of the journal or event before submitting the work.

Understanding and applying these strategies make a significant difference in producing effective abstracts. This not only meets academic requirements but also enhances one's ability to synthesize and communicate scientific information.

To better illustrate this, we present an abstract as an example, allowing for an analysis of the use of these resources and their implications.

Figure 3 – Example of abstract

**Abstract:** In light of studies on informal language teaching (Senefonte, 2018) and drawing on Socio-discursive Interactionism (Bronckart, 1999) this research aims at presenting a didactic proposal involving a sequence of systematized activities that address informal English through the sitcom genre. Therefore, this study belongs to the area of Applied Sociolinguistics and the field of language teaching/learning and teacher education. The first episode of the show *How I met your mother* forms the basis for the development of the exercises, which encompass current trends in language teaching and learning. The literature review conducted in this paper reveals the scarcity of studies on the teaching of informal English through sitcoms or any other audiovisual genre, suffice it to prove relevant the debate on this theme. To sum up, this paper is expected to expand the literature on this topic and enable teachers to reflect over their practices concerning language variations.

**Source:** Lima and Senefonte (2020, p. 1).

In the abstract presented, italics are used to highlight the title of the series *How I Met Your Mother*, following the academic convention of stylizing titles of complete works such as books, films, and series. This convention facilitates the identification and differentiation of such elements within the text. Parentheses, on the other hand, are used

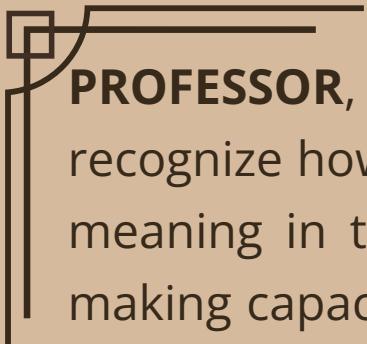
to insert additional information and citations, as in the cases of Senefonte (2018) and Bronckart (2009), which indicate the references used in the work. This usage reinforces the credibility of the study by pointing out its theoretical foundations without compromising the flow of the text.

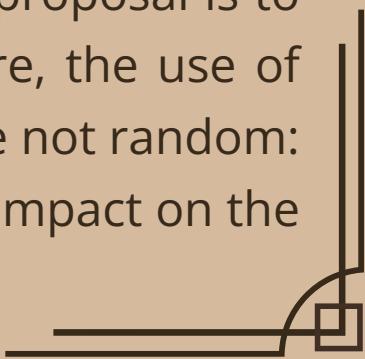
# WORKSHOP

7

*CAPACITY OF  
SIGNIFICATION*

**Aim:** To identify and analyze the recurrent lexical and conceptual choices in the abstract genre and their effects on meaning/signification.

 **PROFESSOR**, in this workshop, students will be invited to recognize how lexical choices influence the construction of meaning in the text. Based on the concept of meaning-making capacity (Cristovão; Stutz, 2011), the proposal is to show that technical vocabulary, text structure, the use of verb tenses, and the organization of ideas are not random: each choice made by the author has a direct impact on the final meaning/signification of the abstract.



### **STUDENT-DIRECTED ACTIVITY:**

All word choices made in the writing of any text contribute to its final meaning/signification.

When you understand that the words you choose, the way you organize information, and even the verb tense you use directly affect the meaning of the text, you begin to write more consciously, clearly, and efficiently.

1. With that in mind, some expressions have been omitted from the abstracts below. Insert them in the appropriate place.

**The objective of this article**

**The results pointed out**

**The present study is configured**

**Under the contribution of**

\_\_\_\_\_ is to reveal the elements of the subsystem of attitude listed in the discourse of elementary school students, through their beliefs in relation to the teaching and learning process of English (henceforth LI).

\_\_\_\_\_ as being qualitative-interpretative, as well, I take as a basis the theoretical concepts of authors as Bogdan and Biklen (1994) and André (1995). \_\_\_\_\_ Appraisal System, including Martin and White (2005), and on the theoretical construct of Beliefs, from Barcelos (2004, 2006, 2007; Silva, 2005, 2007). \_\_\_\_\_ that the language used by the students, through their beliefs about the teaching and learning process of LI were judgment and appreciation.

Source: Adapted from Gusmão (2016, p. 189).

## Suggestion of answer:

The objective of this article is to reveal the elements of the subsystem of attitude listed in the discourse of elementary school students, through their beliefs in relation to the teaching and learning process of English (henceforth LI). The present study is configured as being qualitative-interpretative, as well, I take as a basis the theoretical concepts of authors as Bogdan and Biklen (1994) and André (1995). Under the contribution of Appraisal System, including Martin and White (2005), and on the theoretical construct of Beliefs, from Barcelos (2004, 2006, 2007; Silva, 2005, 2007). The results pointed out that the language used by the students, through their beliefs about the teaching and learning process of LI were judgment and appreciation.

Source: Adapted from Gusmão (2016, p. 189).

In the activity you have just completed, some typical expressions of the abstract genre were omitted, and your challenge was to insert them appropriately.

Next, explain the role of each expression in the text and why they are essential for this genre to be clearly understood:

## **The aim of this article:**

**Suggested answer:** This expression introduces the purpose of the work. It helps the reader identify the aim of the research right at the beginning. Without this information, the reader may not understand the focus of the investigation, which compromises the reading of the text from the start.

## **The present study is configured:**

**Suggested answer:** This phrase presents the nature of the research — whether it is qualitative, quantitative, interpretative, exploratory, etc. This information helps the reader understand the type of approach used. Without it, it is unclear how the data were treated and analyzed.

## **Under the contribution of:**

**Suggested answer:** With this expression, the author indicates the theoretical framework adopted. In other words, it shows which authors and theories supported the study. This is important because it situates the work within a specific field of knowledge.

## **The results pointed out:**

**Suggested answer:** This expression introduces the findings of the research. It is a clear and objective way to present what was discovered. In a technical abstract, the

results must be prominently featured. Without this expression, the reader may not easily identify the actual contributions of the study.

Thus, this capacity is related to the meaning constructed in the text through the linguistic choices made by the author — such as vocabulary, organization of ideas, verb tense, among others (Bronckart, 2006).

In the case of the abstract, all the choices made in the writing of the text contribute to its final meaning. This includes:

- The choice of technical or academic vocabulary;
- The organization of the sections of the text (aims, theory, methodology, results, conclusion);
- The use of impersonal tone, formal language, and verb tenses (usually the simple present);
- And also the single-paragraph structure and adherence to scientific writing conventions.

In the abstracts presented in **Workshop 1**, there are two key verbs in the sentences that introduce the studies. The choice of these verbs is not neutral – it conveys the author's stance toward the topic and how they want the reader to perceive the work, namely:

### **Abstract 3:**

“The present study **analyzes** the types of questions and their sequencing in a compilation of textbooks...” (Fuza; Menegassi, 2019).

The verb “**analyzes**” in the abstract conveys the idea of, according to the Cambridge Online Dictionary, “to examine in a thorough way,” that is, detailed observation, interpretation, and critical examination. This implies, therefore, that the author is actively interpreting the object of study and may be looking for flaws, gaps, ideological or pedagogical patterns — not merely showing what exists. In other words, the author's stance is more critical, engaged, and reflective.

### **Abstract 2:**

“This article **presents** the results of a quantitative research on the English reading and listening proficiency...” (Borges-Almeida, 2023).

The verb “**presents**” suggests, according to the Cambridge Online Dictionary, “to show and explain something you have done to others,” which refers to the reporting of data or results, with little to no critical judgment. Therefore, the use of this verb indicates that the author is reporting a research finding with a certain level of neutrality, without necessarily engaging in deep interpretations or a critical analysis of the data.

# NOW, ANALYZE THE FOLLOWING ABSTRACT:

Chart 10 – Abstract 4

The COVID-19 pandemic triggered numerous changes and adaptations with respect to the new scenario that arose. In this regard, in the educational context, one of the main responses to the pandemic was the implementation of Emergency Remote Teaching (ERT) which, despite ensuring the continuity of academic activities, brought some challenges to the individuals involved (VELOSO; WALESKO; 2020; BIAZOLLI, GREGOLIN; STASSI-SÉ, 2021). From such scenario, this case study sought to investigate the perceptions of six student-teachers about the teaching practicum in English language at a state university, in addition to identifying positive and/or negative impacts of the pandemic in the context of investigation. Results indicate that the teaching practicum is characterized by gains, difficulties and expectations. Additionally, the analysis signals a need for (re)arrangements as of administrative, curricular and human factors. Bearing this in mind, the research can contribute to the expansion of the literature, as well as promote reflections on the teaching practicum, as an important process in language teacher education.

Source: Senefonte (2023).

1. What is the overall tone of the abstract: descriptive, critical, analytical or neutral? Explain:

**Suggested answer:** Although the abstract has a descriptive structure — after all, it reports the results of a research study — it also presents a slightly critical tone. This is due to the lexical choices, that is, the words selected by the author to construct the text. Terms such as "investigate" and "identify" are not neutral: they suggest that the author is not merely describing facts, but rather analyzing implications and questioning aspects of the investigated context (such as the impacts of remote emergency teaching on supervised internships).

**2.** The author uses the verb “investigate” to present the aim of the study, what does this verb choice reveal about the researcher's attitude and role?

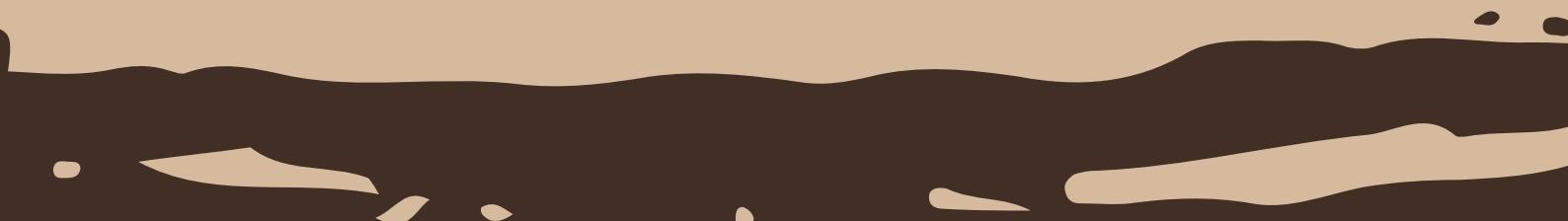
**Suggested answer:** The verb “investigate” shows that the researcher is taking an active and intentional role in exploring the issue. It implies a deeper analysis, not just observation, and positions the author as someone who is critical and reflective.

**3.** The study is a case study - The study goes beyond a mere description of events in a specific context, as it involves the systematic and meticulous generation of data and analytical procedures (Senefonte, 2018). So, how does this type of research influence the language used? Do you think case studies require a more critical or reflective stance from the researcher? Why?

**Suggested answer:** Yes. Case studies focus on specific, real-life situations and require the researcher to be reflective and interpretive. The language used often includes analytical verbs and expressions that show understanding of context and complexity, as seen in the abstract. The researcher must go beyond description to analyze causes, impacts, and meanings.

# WORKSHOP

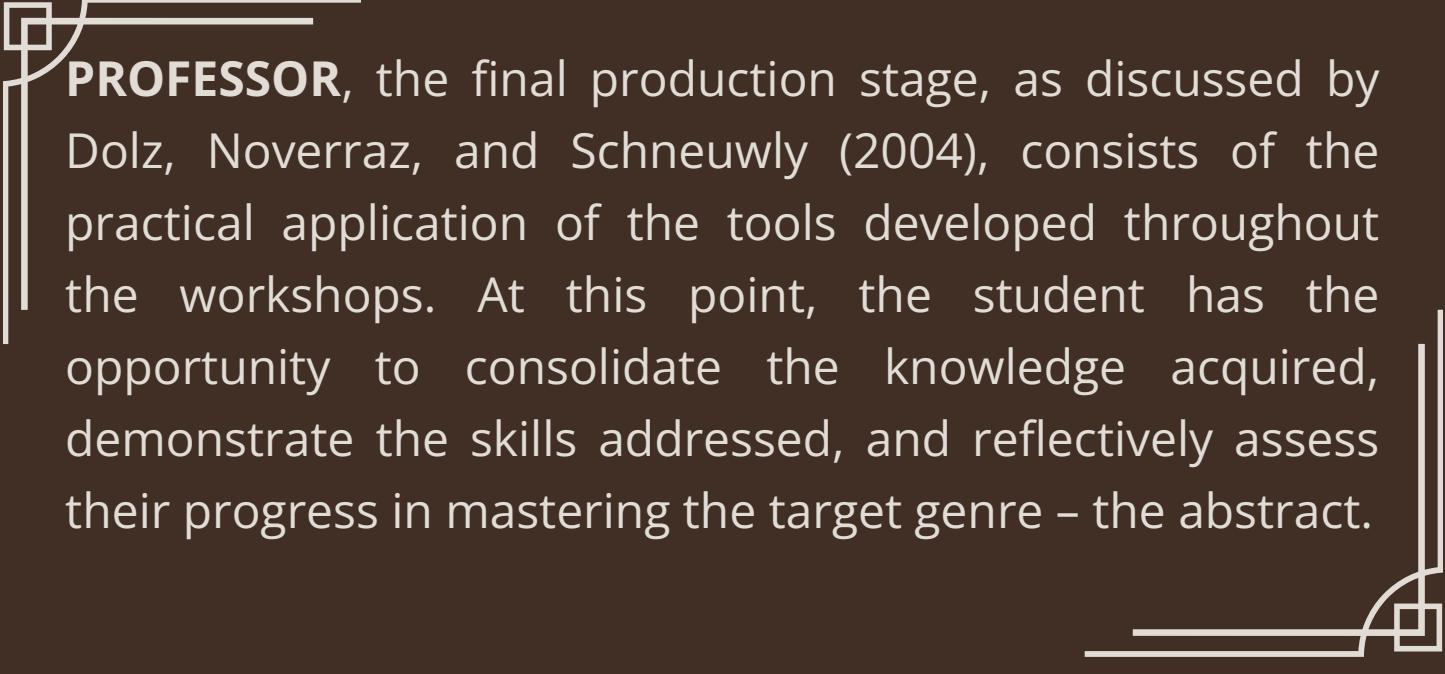
8



FINAL

*PRODUCTION*

**Aim:** Develop the first version of the final production of the abstract.



**PROFESSOR**, the final production stage, as discussed by Dolz, Noverraz, and Schneuwly (2004), consists of the practical application of the tools developed throughout the workshops. At this point, the student has the opportunity to consolidate the knowledge acquired, demonstrate the skills addressed, and reflectively assess their progress in mastering the target genre – the abstract.

## **STUDENT-DIRECTED ACTIVITY:**

**Now, let's move on to the final production!**

Based on the knowledge you have acquired during the workshops on the abstract, produce an example of this genre based on your article.

After writing your text, we will address a very important topic nowadays: Artificial Intelligence (AI).

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# ARTIFICIAL INTELLIGENCE

Artificial Intelligence (AI) has been revolutionizing several fields, including academic writing. Language models such as ChatGPT are capable of generating cohesive and structured texts, which can be useful for researchers, students, and society in general (Brown et al., 2020). However, the use of these technologies raises questions about accuracy, fidelity to the original content, impact on knowledge production, and especially the individualization of authorship. That is, the absence of the author's critical thinking — each author as a unique individual in the world —and of data interpretation shaped by idiosyncrasies (Bender et al., 2021).

AI does not generate new knowledge; it merely reorganizes information already available. According to Stiennon et al. (2020), despite advancements in natural language processing, AI does not understand scientific concepts in the same way a human does, which may result

in biased or conceptually-flawed abstracts. Therefore, relying entirely on AI to write academic texts may compromise the quality and accuracy of research.

The use of AI in academic writing can be productive if done consciously, as stated by Tang et al. (2024). The authors argue that AI can optimize writing by suggesting reformulations and assisting in the organization of ideas, but it must always be accompanied by human revision to ensure content fidelity. Oltz (2024) reinforces this view, proposing that AI be used as a co-author in academic writing, helping structure texts without replacing the researcher's role in interpreting and critically analyzing knowledge.

Thus, AI is a powerful tool but does not replace human scientific production. Its use in academic writing and translation should be seen as support, not as a substitute for critical thinking and rigorous analysis. Abstracts generated or translated by AI can be useful as a starting point, but they must be revised/reviewed and adjusted to ensure they accurately represent the content of the original study.

## **ACTIVITY – REFLECTION ON AUTHORSHIP AND KNOWLEDGE PRODUCTION**

Now that you have written your abstract, let's explore an essential aspect of academic writing: the uniqueness of the author and the way we organize and express our ideas. To do this, insert your article and generate an abstract using an AI tool (you can use ChatGPT or another):

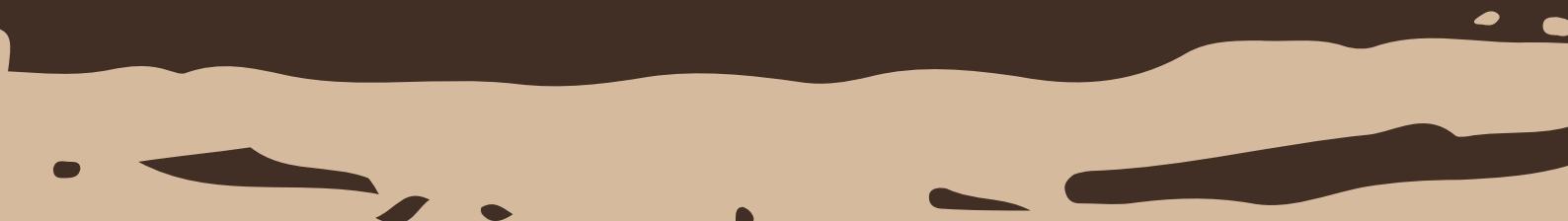
Artificial Intelligence can generate well-structured texts, but does it write like you? Do the word choices, the way sentences are built, and the terms you used to express your thoughts match those an AI model would use?

Reread your abstract and observe:

- Which words or expressions did you use that you believe reflect your individuality/authorship and are different from those in the abstract generated by AI?
- Is the way you organized your text different from the AI's version? Whether yes or no, justify your answer by pointing out parts of the text as evidence.
- If you used the AI-generated version without any adjustments, would it faithfully represent your research and your individuality/authorship? Justify your answer.
- How can AI be a useful tool in the writing process?
- How can you ensure that your text maintains your authorial voice and critical thinking?

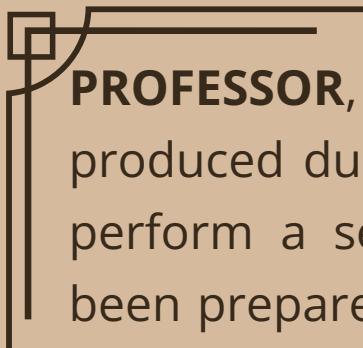
# WORKSHOP

9

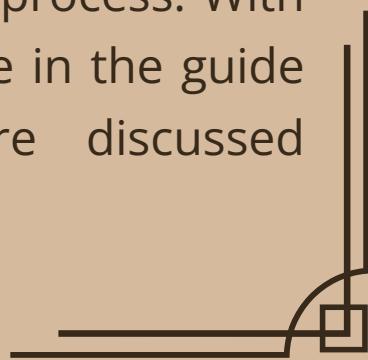


***REVISING AND  
REWRITING THE  
FINAL  
PRODUCTION***

**Aim:** Revise and rewrite the first version of the final production.



**PROFESSOR**, please provide the student with the text produced during the previous workshop so that they can perform a self-assessment. A guide with questions has been prepared to help them with the revise process. With the text in hand, the student should indicate in the guide whether the key aspects of the genre discussed throughout the workshops are present.



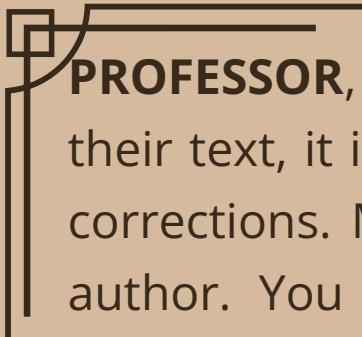
### **STUDENT-DIRECTED ACTIVITY:**

At this moment, perform a self-assessment of the text you produced in workshop 8. To do this, use the criteria indicated in the outline below. Carefully revise your text and mark in the chart whether it meets (YES) or does not meet (NO) the elements that make up the genre. Pay close attention to the revision as it will be essential to guide the rewriting of your text.

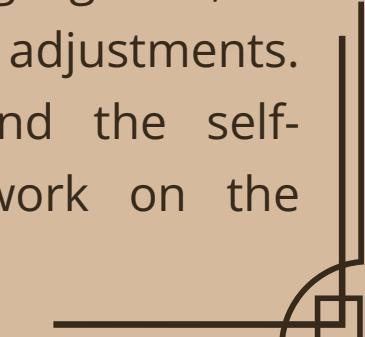
Chart 11 – Finding list

	YES	NO
Does the text summarize the content of a scientific paper clearly and concisely, allowing readers to quickly assess the relevance and contribution of the research/work?		
Is the text directed at the academic and scientific field?		
Was the text produced by a scientist/theorist, researcher, professor, and/or a postgraduate, undergraduate, technical education, or basic education student?		
Are the recipients individuals within the school/academic/scientific community?		
Are the authors of the text individuals from the academic/scientific field, aiming to disseminate the results of their research?		
Is the content of the abstract exactly the same as the article?		
Is the genre structured with an organizing expression (ABSTRACT/RESUMO) followed by the main text?		
Is the text organized by presenting the aims, theoretical foundations, methodology, results, and conclusion of the study?		
Is there an introductory sentence that contextualizes the topic or main objective of the article?		
Is the discourse theoretical, with more technical language and an impersonal tone?		
Does the text use formal language with lexical resources that reflect the academic/scientific field?		
Is the predominant verb tense the present/simple present?		
Were graphic resources used, such as parentheses, quotation marks, or others?		

Source: the author.



**PROFESSOR**, after the student has written and revised their text, it is time for you to evaluate the text and make corrections. Mark the areas that can be improved by the author. You can use tools like post-its, highlighters, or colored pens to indicate the necessary adjustments. Return the text with your comments and the self-assessment chart so the student can work on the rewriting.



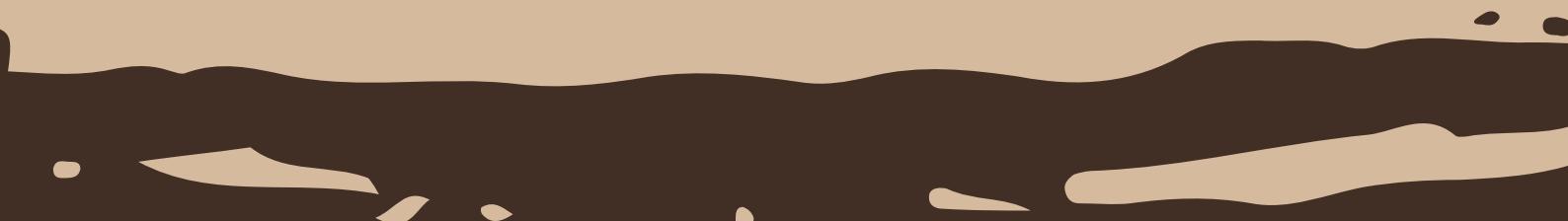
## REWRITING ACTIVITY

Carefully review the self-correction chart you completed and the comments made by the professor. Based on this feedback, it's time to rewrite your text.

By the end of this didactic sequence, it is expected that you will have developed the ability to produce abstracts in English with clarity, objectivity, and precision, meeting the academic requirements of this genre.

# WORKSHOP

10



*CLOSING*

**Aim:** To circulate the genre

**Professor**, we have now reached the closing stage, when everything comes together and the genre fully fulfills its role. According to the closing stage proposed by Barros (2020), the texts produced by the students fully reflect what was planned and presented at the beginning of the teaching project. Therefore, it is recommended to guide the students to seek an appropriate scientific outlet for the publication or submission of their abstracts, considering that the activity was planned not only to develop their language skills for abstract writing but also to promote its circulation within the academic community.

## **STUDENT-DIRECTED ACTIVITY:**

**Now it's time for the genre to circulate!**

With your abstract finalized, submit it to a scientific outlet of your choice, such as journals, periodicals, scientific events or others.

## 4 FINAL CONSIDERATIONS

Structured under the perspective of Sociodiscursive Interactionism (SDI) and the methodology of Genre-Based Didactic Sequences (Dolz; Noverraz; Schneuwly, 2004; Barros, 2020), the material proposes an approach that aims to promote the development of the language capacities required for the production of the abstract genre.

Throughout the elaboration of the Didactic Guide, it became evident that teaching this genre goes far beyond structural and linguistic aspects, involving, above all, the understanding of its social function, its contexts of circulation, and the discursive demands inherent to the academic-scientific environment. Thus, the Educational Product is configured as a mediating tool that fosters the articulation between theory and practice, allowing pre-service teachers to understand the writing process in a conscious, critical, and authorial manner.

The proposal, composed of nine workshops, is organized progressively, guiding the student from the recognition of the genre and its constitutive elements to the final

production and rewriting of an abstract of their own authorship. This structure enables the gradual development of actional, meaning-making, discursive, linguistic-discursive, and multisemiotic capacities. Furthermore, the material encourages reflection on the use of technologies and the role of Artificial Intelligence in scientific writing, fostering critical thinking about authorship and the production of knowledge.

In this way, it is expected that this Educational Product will serve as a resource for teachers, professors and teacher educators, offering both theoretical and practical material that values academic writing as a social practice; that promotes new pedagogical experiences aimed at the critical, authorial, and scientific formation of pre-service teachers; and that contributes to the improvement of English teaching and to the strengthening of teacher education committed to language, knowledge, and social transformation.

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# APPENDIX

## APPENDIX A – KNOWLEDGE ROULETTE



KNOWLEDGE ROULETTE (LINK)



What is a scientific article? What is the function of this genre?

**Suggested answer:** A scientific article is an academic text that clearly and objectively presents the results of research or a literature review on a specific topic. The

function of this genre is to disseminate scientific knowledge, contributing to the advancement of a particular field of knowledge and enabling debate among experts.

**What is an abstract?**

**Suggested answer:** An abstract is a brief and objective synthesis that presents the most relevant information from an academic or scientific text, including aims, methodology, results, and conclusions. It provides an overview of the content to facilitate understanding and attract the interest of readers.

**What is the social function of the abstract genre?**

**Suggested answer:** The social function/purpose of the abstract is to present a research or scientific/academic study, such as a scientific article, thesis, dissertation, etc., to the scientific community.

**What is the communicative sphere or situation in which the abstract is inserted?**

**Suggested answer:** The communicative sphere or situation in which the abstract is inserted is the academic field.

Is the abstract an integral part of academic genres? If yes, which ones?

**Suggested answer:** Yes, it is an integral part of genres such as scientific articles, monographs, dissertations, theses, research reports, and presentations at scientific events.

Who is the producer of the abstract?

**Suggested answer:** The producer is the author of the original text (article, dissertation, thesis, etc.), who synthesizes the main information from their research or study.

What is generally the interest of the reader of an abstract?

**Suggested answer:** The main interest of the reader of an abstract is to get a quick and clear view of the content and main points of an academic or scientific study.

What is always the thematic content of the abstract?

**Suggested answer:** The thematic content of the abstract is always the same as that of the source text.

What textual plan does the abstract generally follow? Can there be variations from summary to summary?

**Suggested answer:** It generally follows these elements: a) aims of the study; b) theoretical basis; c) methodology

used; d) main results; and e) conclusions. However, this structure may vary depending on the editorial guidelines of each journal or academic event.

How many paragraphs is the abstract usually constructed in?

**Suggested answer:** It is usually constructed in a single paragraph.

In which person is the abstract written?

**Suggested answer:** The abstract is written in the third person singular, ensuring objectivity and formality in the text.

Why is the use of impersonal language important in an abstract?

**Suggested answer:** The use of impersonal language is important to ensure objectivity, neutrality, and focus on the data and results presented, rather than on the author's personal opinions.

Does the abstract follow a formatting standard? What is this standard? Is there a pattern?

**Suggested answer:** Yes, it must follow specific formatting guidelines, which may vary depending on the journal or institution, but generally include rules for length, font, spacing, and alignment.

What are APA and ABNT?

**Suggested answer:** APA (American Psychological Association) and ABNT (Brazilian Association of Technical Standards) are widely used standards for formatting academic and scientific papers.



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