



WELCOME TO BRAGANÇA: interculturality through the didactic sequence of genre folder for the teaching of English language¹

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RESUMO: Este artigo apresenta uma proposta de sequência didática (SD) intitulada WELCOME TO BRAGANÇA, a qual tem por base o gênero folder, com foco no ensino da língua inglesa (LI) e na divulgação da cultura local de Bragança-PA. Além disso, este texto visa contribuir para as reflexões sobre o ensino de língua inglesa através de aspectos culturais/regionais e analisar a importância da elaboração de sequências didáticas para o desenvolvimento de gêneros textuais em Língua Inglesa. A metodologia adotada para desenvolvimento da SD em questão segue o modelo proposto por Dolz, Noverraz, Schneuwly (2004) e outros estudos que ajudaram nessa construção didática. O referencial teórico dividiu-se por seções que apresentam gênero textual, gênero folder, sequência didática, interculturalidade e cultura local. Tais seções apresentam, dentre outras, contribuições de autores como autores Bakhtin (2003), Marcuschi (2008), Silva (2007) e Dolz, Noverraz, Schneuwly (2004), os quais foram de grande importância para esta pesquisa. A proposta de sequência didática, que segue o sistema instrutivo de Dolz, Noverraz e Schneuwly (2004), foi elaborada em formato de *workshop* que se dividiu em apresentação da situação, produção inicial, módulos 1, 2 e 3 e a produção final. Considerando os resultados obtidos pela pesquisa, pôde-se analisar o quão relevante e possível é desenvolver a proposta sugerida de aspectos interculturais junto à cultura local nas aulas de inglês.

Palavras-chave: Sequência didática. Folder turístico. Língua Inglesa. Gênero textual.

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ABSTRACT: This paper presents a proposal for a didactic sequence (DS) entitled WELCOME TO BRAGANÇA, which is based on the genre folder, with a focus on teaching English as a second language and the dissemination of local culture of Bragança-PA. Furthermore, this text aims at contributing to the reflections on English language teaching through cultural/regional aspects and to analyse the importance of the elaboration of didactic sequences for the development of textual genres in the English language. The methodology adopted for the development of the DS in question follows the model proposed by Dolz, Noverraz, Schneuwly (2004) and other studies of current authors who helped in this didactic construction. The theoretical framework was divided into sections that present textual genre, folder genre, didactic sequence and interculturality and local culture. These sections present, among others, contributions from authors such as Bakhtin (2003), Marcuschi (2008), Cristóvão (2002) and Dolz, Noverraz, Schneuwly (2004), which were of great importance for this research. This didactic sequence proposal, that follows the instructional system of Dolz, Noverraz and Schneuwly (2004) and was elaborated in a workshop format which was divided in presentation of the situation, initial production, modules 1, 2 and 3 and the final production. Considering the results obtained by the research, it was possible to analyze how relevant and possible it is to develop the suggested proposal and the intercultural aspects together with the local culture in English classes.

Keywords: Didactic sequence. Tourist brochure. English language. Textual genre.

INTRODUCTION

This research named "Welcome To Bragança: interculturality through the didactic sequence of the folder genre for teaching the English language", involves the studies of interculturality, local culture of the northeastern region of the state of Pará, as thematic content for the development of a didactic sequence based on the tourist folder genre and the English language.

The idea of developing a material in this segment came from an experience as a student at the Federal Institute of Pará - Bragança Campus, in the area of tourism and through observations and conversations with professionals in the area, thus realizing the need for teaching materials and informative tourism material.

When English-speaking tourists visit the city, they encounter difficulties due to lack of local information.

Thus, we delimit the following question, which guides this work: in what way would it be possible to work regional aspects (e.g. Brazilian, Pará, Bragantino) in English classes? It is considered that such theme is still little used in the field of foreign language teaching. It is understood that through a didactic sequence about the folder genre it would be possible to work regional aspects, thus promoting other forms of educational experience for the teaching of a foreign language making use of interculturality. For this reason, it was considered the relevance of developing a didactic sequence, which shows how interesting it would be its application in the classroom.

The idea of developing a material in this segment arose from the informative need that English-speaking tourists encounter when visiting the city, and, likewise, to use a new intercultural tool for teaching English through the students' own culture. As a result of the application of the didactic sequence that will be proposed in the course of this study, students can produce their own informative materials within the classroom and even contribute to local tourism . Thus, it aims to develop and suggest a didactic sequence about the folder genre for the teaching of English language portraying the local culture of Bragança-PA, to contribute to the reflections on the teaching of English language through cultural/regional aspects, textual genres, as well as to analyze the importance of the elaboration of didactic sequences for the development of interculturality in teaching.

This article consists of this introduction, followed by methodology, there is a presentation of the main concepts about textual genre, folder genre, didactic sequence, interculturality and local culture. Having as theoretical basis the studies of Bakhtin (2003), Marcuschi (2008), Silva (2007) and Dolz, Noverraz, Schneuwly (2004), among other authors in force that contributed to the development of this article.

Next, we have the proposal of a didactic sequence of the folder genre, which can be worked with English language students. And finally, we present reflections and final considerations and the references that contributed to the realization of this work.

METHODOLOGY

The proposal to be presented refers to a qualitative research, in which will be developed the production of didactic sequence entitled Welcome to Bragança, so that it can

contribute, both for the learning of English language, from the development of the folder genre, and for the dissemination of local culture in English language, with touristic purposes.

The general objective of this work is to develop and suggest a didactic sequence about the folder genre portraying the local culture of Bragança-PA. The specific objectives are to contribute to the reflections on the teaching of English through cultural/regional aspects and to analyse the importance of the elaboration of didactic sequences for the development of interculturality in teaching.

The theoretical basis will be based on a narrative review of literature, anchored by authors such as Bakhtin (2003), Marcuschi (2008), Silva (2007) and Dolz, Noverraz, Schneuwly (2004), among others.

The production of the proposed didactic sequence will follow the model suggested by Dolz, Noverraz, Schneuwly (2004), which will be presented in a separate section within this article, and, at the end, will result in an analysis/reflection on the proposal presented.

Next are the theoretical sections, in which the first refers to textual genre.

TEXTUAL GENRE

This first theoretical section will bring the general concept of the textual genre based on some authors such as Bakhtin (2003), Marcuschi (2008) and among others.

Textual genres emerged from the studies of Plato and Aristotle, which for a long time were concentrated within the literary field and today have branched out into other diverse areas. Currently in the world, one of the most cited authors within the studies of textual genres is Bakhtin through his reflections on genres of discourse.³

The use of language takes place in the form of concrete and unique (oral and written) utterances, uttered by the members of this or that field of human activity. These utterances reflect the specific conditions and purposes of each field not only by their content (thematic) and language style, that is, by the selection of lexical, phraseological and grammatical language resources, but, above all, by their compositional construction. [...] Of course, each particular utterance is individual, but each field of language use elaborates its relatively stable types of utterances, which we call genres of discourse. (BAKHTIN, 2003, p. 261-262).⁴

³ Neste trabalho utilizaremos noções de "gênero discursivo" como apresenta Bakhtin e aplicaremos o gênero textual-gênero folder.

⁴ O emprego da língua efetua-se em forma de enunciados* (orais e escritos) concretos e únicos, proferidos pelos integrantes desse ou daquele campo da atividade humana. Esses enunciados refletem as condições específicas e as finalidades de cada referido campo não só por seu conteúdo (temático) e pelo estilo da linguagem, ou seja, pela seleção dos recursos lexicais, fraseológicos e gramaticais da língua mas, acima de tudo, por sua construção

For the author, oral and written communication only happens because of the genre of discourse.

For Bakhtin (2003, p. 283), "if genres of discourse did not exist and we did not master them, if we had to create them for the first time in the process of discourse, to construct freely and for the first time each utterance, discursive communication would be almost impossible."⁵ The author refers to this theory that subjects contain an infinite collection of oral and written genres, which they often "barely" realise. Some genres are given to us, "almost in the same way as we are given the mother tongue, which we master freely until we begin the study of grammar" (BAKHTIN 2003, p.282).⁶

Iliovitz (2016), quoting Marcuschi says that,

"Genres are not formal entities, but communicative entities in which aspects related to functions, purposes, actions and contents predominate". Textual genres, as explained by Marcuschi (2008), are texts materialized in recurring situations in specific communities. These texts are produced by socio-historically situated subjects and are addressed to particular receptor(s) through one or more media to achieve a particular purpose. In the author's words, "genres are not formal entities, but rather, communicative entities in which aspects concerning functions, purposes, actions and contents predominate" (ILIOVITZ, 2016, p. 40).⁷

Marcuschi (2008, p. 150-151), also says that, "each textual genre has a fairly clear purpose that determines it and gives it a sphere of circulation. And that [...] is now a fertile interdisciplinary area, with special attention to language in operation and to cultural and social activities." The fertility mentioned by the author shows how rich and promising are the studies of textual genres. As well as, for example, the folder genre, focus of our study, that has a wide range of information to be explored.

Using these conceptual methods of genre into English language teaching makes the learner develop and 'transfer knowledge' into other learning practices more effectively, as Silva (2007) says in the words of Cristóvão,

composicional.[...] Evidentemente, cada enunciado particular é individual, mas cada campo de utilização da língua elabora seus tipos relativamente estáveis de enunciados, os quais denominamos gêneros do discurso.

⁵ Se os gêneros do discurso não existissem e nós não os dominássemos, se tivéssemos de criá-los pela primeira vez no processo do discurso, de construir livremente e pela primeira vez cada enunciado, a comunicação discursiva seria quase impossível.

⁶ Quase da mesma forma com que nos é dada a língua materna, a qual dominamos livremente até começarmos o estudo da gramática.

⁷ "os gêneros não são entidades formais, mas sim, entidades comunicativas em que predominam os aspectos relativos a funções, propósitos, ações e conteúdos". Os gêneros textuais, conforme explica Marcuschi (2008), são textos materializados em situações recorrentes em comunidades específicas. Esses textos são produzidos por sujeitos situados sócio-historicamente e são direcionados a determinado(s) receptor(es) por meio de um ou mais suportes para atingir uma determinada finalidade. Nas palavras do autor, "os gêneros não são entidades formais, mas sim, entidades comunicativas em que predominam os aspectos relativos a funções, propósitos, ações e conteúdos"

The textual genres have as a proposal for LE teaching-learning is taken as an instrument in this educational process since through the text it is assumed that producers and readers can "transfer knowledge and act with the language more effectively, even when facing texts belonging to genres unknown until then". (Silva, 2007, p. 24).⁸

According to Silva, the educational process in foreign language teaching through textual genres, the reader or producer can appropriate more effectively the language used. Also, the moment these methodological forms of teaching come closer to the reality experienced by the students, new visions and learning expectations are created in them.

For Dolz, Noverraz, Schnewly (2004),

A proposal like this makes sense when it is inscribed in a school environment in which multiple occasions of writing and speaking are offered to the students, without each production necessarily becoming an object of systematic teaching. [...] This is what will enable students to acquire the notions, techniques and tools necessary for the development of their oral and written expression skills in a variety of communicative situations. (DOLZ, NOVERRAZ, SCHNEWLY, 2004, p. 96).⁹

The authors emphasize how important and necessary the proposals applied in the classroom are for the development of students. As, you will find in the section below the folder genre proposal.

TEXTUAL GENRE: FOLDER

In this section, the concepts of folder genre and its main characteristics will be presented.

The folder appeared as a communicative resource in order to disseminate or inform, and has as specific characteristics. Silva (2007), citing Karwoski, describes the "folds, constitution of various semiotics, verbal and non-verbal language and typographic aesthetics that draws the attention of the reader" (Karwoski, 2005, p. 1).

⁸ Os gêneros textuais tem como proposta de ensino-aprendizagem de LE é tido como instrumento nesse processo educacional, uma vez que por meio do texto pressupõe-se que os produtores e leitores possam "transferir conhecimentos e agir com a linguagem de forma mais eficaz, mesmo diante de textos pertencentes a gêneros até então desconhecidos"

⁹ Uma proposta como esta tem sentido quando se inscreve num ambiente escolar no qual múltiplas ocasiões de escrita e de fala são oferecidas aos alunos, sem que cada produção se transforme, necessariamente, num objeto de ensino sistemático. [...] é isso que permitirá aos alunos apropriarem-se das noções, das técnicas e dos instrumentos necessários ao desenvolvimento de suas capacidades de expressão oral e escrita, em situações de comunicação diversas.

The folder genre has specific features in its production, as described by Rodrigues (2014, p. 7), "the folder is folded according to the sequence of arguments; the cover contains the main call, which should arouse curiosity to open it". When opening the first fold, we notice the detailing of what the cover advertises. The last (external) fold is usually reserved for data such as address, telephone number, e-mail and other information such as distributors, representatives, sponsors, location maps and other contact information.

There are several types of folder genre the bank folder, institutional folder, commercial folder, folder service and health orientation and tourist folder. Rodrigues (2014), Faced with this diversity of forms, styles and purposes, the folder constitutes a very important media resource in society, because, presenting relatively stable forms of statements that circulate socially can be considered as textual genre.

And today with technological advancement and the growth of users on digital platforms, we can find another format, the digital folder that does not follow the same pattern of the printed folder design, but has the same informative purpose. We will use, in this work, the standard model suggested by Canva software, considering the diversity of the genre, but systematizing its creation for educational purposes.

A partir dos fundamentos apresentados, pode-se observar mais claramente as características da proposta a ser trabalhada, que é o *folder digital turístico*.

Chart 1 - Characterisation of the Textual Genre Tourist Folder

Genre	Touristic information folder
Objective	To inform tourists about touristic spots, places to shop, gastronomy, cultural and natural touristic attractions of the municipality.
Global textual plan	• What the venue is like; • What the place offers; • What the tourist can do; • Historical account of the place; • Presence of tables, maps, images and photographs.

Type of discourse and sequence	● Predominance of interactive discourse and interactive report discourse and of narrative and descriptive sequences.
Nominal cohesion	Use of nominal and pronominal anaphora.
Verbal cohesion	Predominance of Simple Present and modal CAN in descriptive sequences and Simple Past and Passive Voice in narrative sequences.
Voices	Implicit voices of the municipality's tourism department and explicit voices of the tourists.
Lexical choice	High incidence of adjectives.

Fonte: Silva (2007) baseado no quadro em CRISTÓVÃO, V.L.L. O gênero quarta capa no ensino de inglês. In DIONISIO, A.P. et al. Gêneros textuais & ensino. Rio de Janeiro: Lucerna, 2002.

The table above describes quite precisely the items and characteristics needed for the production of this genre.

Silva (2007), repeating the words of Karwoski and Brito, points out that tourist folders have a predominance of tables in order to illustrate dates of local events, the extent of the location, tourist spots, among others; maps that aim to facilitate locomotion of tourists, photos and figures that visually disclose the city with the local tourist spots.

As the author reports, the tourist folder has the function of advertising in an attractive way to "involve" and convince the tourist to visit that place presented.

Working this type of genre through interculturality for the teaching of LI appropriating the students' local culture, can motivate other ways of teaching and student learning. As well as, the use of the methods of didactic sequence studies, in which we will talk about next.

DIDACTIC SEQUENCE

This section will show the relevant concepts about the didactic sequence and its theoretical links.

A Didactic Sequence (DS) is a methodological way to organize the realization of school activities around a textual genre. This method extends the educational knowledge from the interaction of teacher/student.

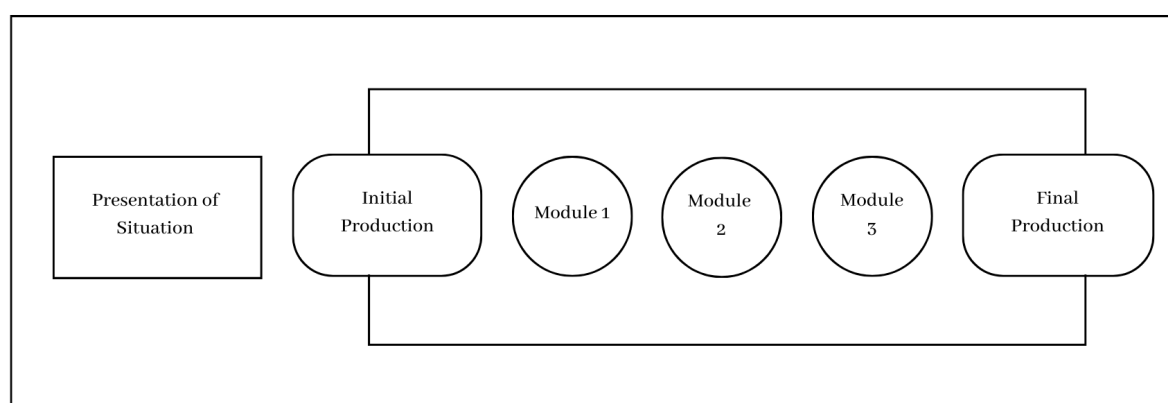
For, Dolz, Noverraz & Schneuwly (2004),

A didactic sequence has, precisely, the purpose of helping the student to better master a text genre, thus enabling him or her to write or speak in a more appropriate way in a given communication situation. (DOLZ, NOVERRAZ & SCHNEUWLY, (2004 p. 98).¹⁰

The above authors refer to the important purpose of teaching the learner appropriate and adapted ways of communicating through oral and written genres. For depending on the given situation the productions will differ from each other.

The didactic sequence has a basic structure presented as follows:

Chart 2 - Didactic Sequence Scheme



Source: Joaquim Dolz, Michèle Noverraz & Bernard Schneuwly (2004, p. 97).

This scheme presented in the table describes in detail the structural organization of the process of producing a didactic sequence. First the situation equivalent to the type of textual genre that will be worked on is presented; the second step is the initial production where the teacher will introduce the proposal addressed; the third step will be the modules that consist of several activities that are fundamental to the development of the didactic sequence (which vary according to the prior knowledge of each group in which the sequence may be applied); and finally we have the final production where students apply the knowledge developed. In this way, the teacher will be able to evaluate and check how the methodological development took place during the work procedure.

¹⁰ o uso de materiais didáticos numa perspectiva intercultural indica uma consciência de que o ensino aprendizagem de uma nova língua-cultura implica em um produto significativo para o aprendiz.

It is important to emphasize that the didactic sequence from the oral or written textual genre proposed by the teacher, must reach the students in a clear and understandable way so that the communication between teacher/student happens. Thus, this proposal presents possible biases of application and not a ready model to be replicated, as suggested by Dolz, Noverraz and Schneuwly (2004).

INTERCULTURAL TEACHING AND LOCAL CULTURE

In this last theoretical section, we will bring the concepts of interculturality related to teaching English as a second language and some information about the local culture.

For Sodré (2018), the concept of interculturality is defined by some scholars who believe that the coexistence between various individuals from different groups, countries, civilisations and various religious beliefs.

Sodré (2018, p. 4), also states that interculturality "is the possibility for cultural structures different from each other to share the same geographical space without losing their identities while sharing commonalities and their cultural differences." According to the author, interculturality allows individuals from different cultures to share the same geographical environment without losing their cultural identity.

For Marcuschi (2008), intercultural aspects are essential, especially when it comes to learning a second language.

According to Bruz (2011):

Education, which cannot be separated from culture, is one of the mediators of this process, [...] culture is an integral part of school culture and therefore abstractions should be avoided. In the case of foreign language teaching, the language learned must be used in a dynamic way and in real situations, always with the purpose for communication. To achieve this rapprochement between students and the contents of the target language/culture. (BRUZ 2011, p. 2) ¹¹

¹¹ A educação, que não pode ser separada da cultura, é uma das mediadoras desse processo, [...] a cultura é parte integrante da cultura escolar e por isso, abstrações devem ser evitadas. No caso do ensino de línguas estrangeiras, a linguagem aprendida deve ser usada de uma forma dinâmica e em situações reais, sempre com o intuito para comunicação. Para conseguir essa aproximação entre alunos e os conteúdos da língua/cultura alvo.

The above mentioned author states that education and culture cannot be separated, as both are crucial for the process of school education and for better teacher/student communication. For this reason, the importance of making use of the student's own local culture, so that they explore and know other ways of learning a foreign language through their culture.

As for example the city of Bragança-PA, which is culturally rich and has several elements to be explored within educational teaching, as can be seen below.

Bragança- PA is a place rich in culture and natural beauty, it has more than four hundred years of history and traditions that contributed to the cultural diversity of the people, as well as in school education all this local culture can contribute to the development of English language teaching in the region.

Due to personal studies made in the area of tourism and conversations on the subject, we know that Bragança is one of the oldest cities in the state of Pará, and one of the most visited in the north-east of the state, and that it carries with it the love and pride of the people for their city, their religious beliefs, its natural riches fauna and flora, gastronomy, especially the *farinha Bragança* as it became known and that since April 2022 became a cultural heritage of material nature of the State of Pará which is the pride of the region, Its architectures that continue being preserved and that are marked by the Portuguese colonization as the church of Saint Benedict, church of Our Lady of the Rosary, Institute Santa Teresinha and among others and also by their traditional cultural festivals the Festival Junino Cultural that happens in June, the Círio de Nazaré that always happens on the second Sunday of November, the festival of Saint Benedict that happens from 18 to 26 December among others.

After mentioning the above grounded theoretical concepts, we move on to the next section that will present the didactic sequence to be proposed.

DIDACTIC PROPOSAL: WELCOME TO BRAGANÇA

In this section, the proposed description of the didactic sequence is presented, whose textual genre is Digital Tourist Folder (its traditional form, as presented in the software used).

This suggestion is developed in the format of a workshop plan, based on the proposal of Dolz, Noverraz, Schneuwly (2004), through a set of activities, which are presented in the lines that follow this text:

- Applicator: English language teacher;
- Type of audience: undergraduate students;
- Number of meetings: 4 meetings;
- Duration: 2 hours per meeting;
- Resources needed: visual equipment (multimedia projector or printed material), blackboard, computers and internet.

Below we present a table with the structure of the didactic proposal.

Table 3 - Didactic Proposal Structure

PRESENTATION OF SITUATION	Tourist attractions Textual genre
INITIAL PRODUCTION	Homework: Ask the students to create a folder based on what they understand this genre to be, using the tools they think they need.
MODULE 1	Folder genre Functions of the folder genre Structure and characteristics of the folder
MODULE 2	Vocabulary and language style
MODULE 3	Presentation of the CANVA platform
FINAL PRODUCTION	Construction of the folder genre

Source: produced author.

WORKSHOP

As previously mentioned, this didactic proposal is suggested in the format of a workshop (which can be adapted to other realities, e.g. undergraduate courses), divided into four meetings with a time of approximately two hours, for undergraduate students. It is worth mentioning that this DS was not developed to be replicated, but to serve as an initial proposal for the development of other activities, which will be applied according to the context, student, time, goal, etc.

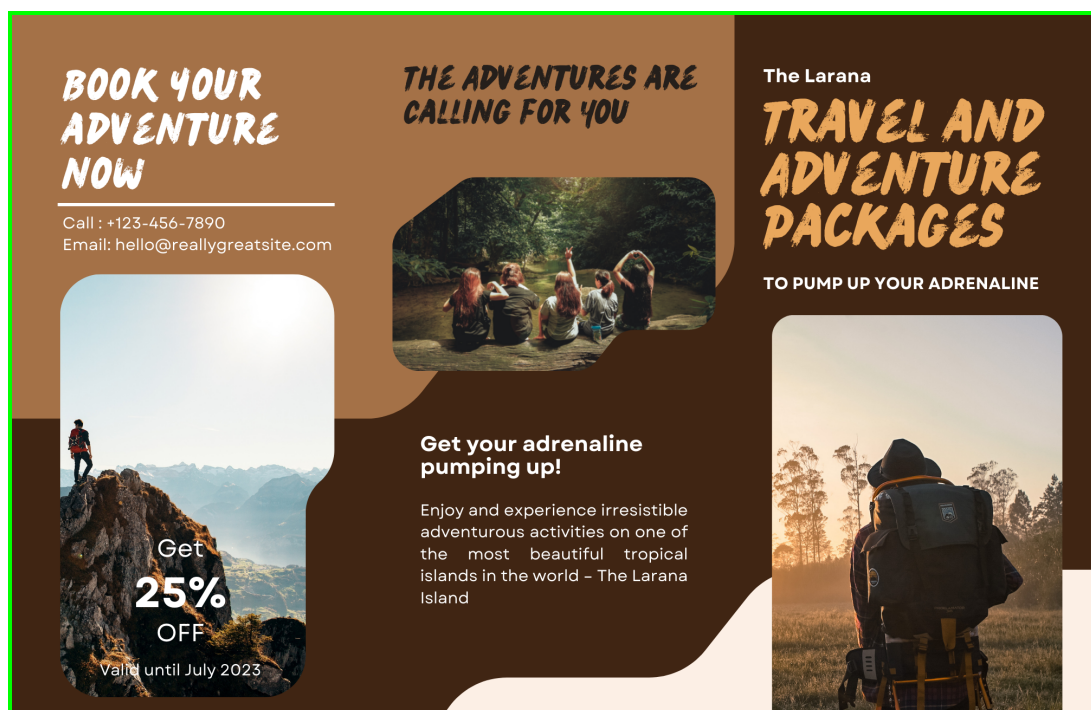
This didactic sequence proposal is based on the study model of authors Dolz, Noverraz & Schneuwly (2004). Based on this model, the first meeting will begin with the presentation of the situation that will bring inductive questions, related to the proposed theme, such as: 1 Do you like to travel? 2 When you travel, what makes you choose that travel destination? 3 What do you like to know in the city you are visiting? This will open a new space to talk about tourist attractions, which is the desired point to reach in this first moment, and lead to other new questions depending on the genre to be developed, the folder genre, and considering which informative media, the tourist attractions reach the students.

Next, some images will be presented that represent these "informative media" through which tourist attractions are disseminated, as examples, posts made through social networks, a conversation between friends, a newspaper, radio or magazine report, a folder and others. After this discussion, we continue with explanations about textual genres.

The subject will be approached in a general way about what textual genres are, and soon after, review the images previously presented as examples, and identify together with the teacher, which type of genre each figure corresponds to. This whole process is intended to encourage students to activate their prior knowledge and check how much they know about the certain subjects that will be presented within this DS.

The image below is a sample folder that can be used as a visual example for students.

Figure 1 - Suggested Folder Model



Already aware that the workshop will be developed around tourist folders, to end the first meeting, an initial production will be requested as homework, where students can create a folder from what they understand this genre to be, freely using tools they find necessary for this activity.

In the second meeting, the folders created by the students, which were suggested in the previous lesson, will be analyzed so that the teacher can check what understanding they have of the genre, and what are the most interesting points to be worked on and deepened in the following modules, if necessary.

Thus, it goes to work module 1. In the first moment in a more profound way, will be treated the genre folder that will bring the structure and functions of the folder genre, taking as a sample the characteristics used by Silva (2007), which will be presented to students in the format of Table 1, to be discussed and also show images of different informative models of the genre, including some written in English, so they can realize the differences and similarities and to identify the structural details as *cover*, *product presentation*, *services and contacts*, this visual/oral activity aims to make the learners recognize and understand better about the genre and know how to use such elements within the textual sequence at the time of building their final production.

In module 2, it is suggested that you work on language issues, such as: the use of adjectives, which are used to characterize something or someone, and imperatives, which are used to give suggestions, advice or instructions. It is necessary to expose the relevance of working these grammatical elements for the construction of the genre, activities related to the subject will be made based on the folder, highlighting the forms of language present in the genre.

As mentioned in table 1, there are other relevant topics that can be worked on in the development of the folder genre which are: *type of discourse and sequence* (predominance of interactive discourse and interactive report discourse and of narrative and descriptive sequences), *nominal cohesion* (use of nominal and pronominal anaphora), *verbal cohesion* (predominance of Simple Present and modal CAN in descriptive sequences and Simple Past and Passive Voice in narrative sequences), *voices* (implicit voices of the municipality's tourism department and explicit voices of the tourists). Depending on the perception of the group's needs, each teacher who uses this DS can increase the number of modules concerning language issues.

In the third meeting, we will briefly recall what has been seen in the previous meetings, in order to start working on module 3, in which the CANVA platform will be presented, which is a digital platform, where the user can create an online account for free or subscribe for a paid subscription (Canva Pro), to obtain exclusivity in the resources that the platform makes available. But for production of the proposed genre, will be used the free version that also offers a wide range of graphical features, which will be fundamental to the development of work. Will be presented the main functions and tools of the platform that will be necessary for the construction of the folder, such as the home page that happens the creation of account, where students who are not registered yet can register, search for general and specific content as desired genre models, types of design among others. And then, show the page where the creative process will take place and the research options that can be done there, with images, layout background, figures, text types (fonts), application of extra images by uploads that the site does not provide in the free version and among others.

Below we illustrate the layout of the platform.

Figure 2 - Illustration of the Canva Platform

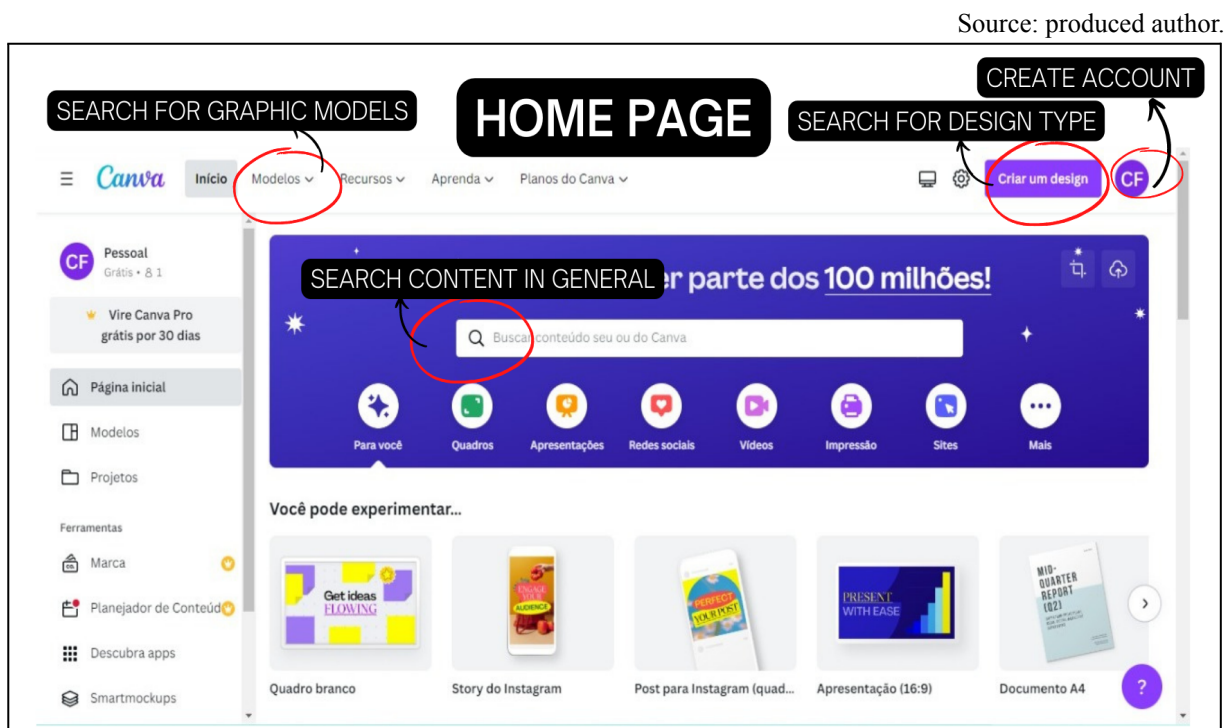
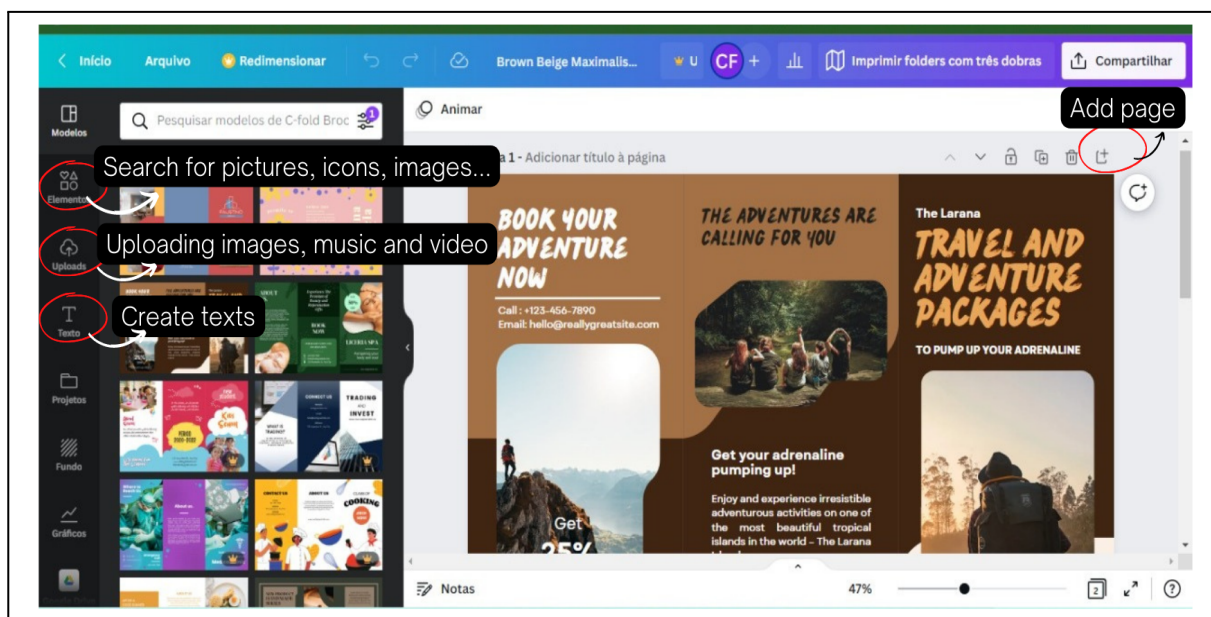


Figure 3 - Illustration of the Canva Platform



Source: produced author.

In the images above, there are some details of what can be presented to students, such as creating an account, template search, general content search, creating text, etc.

Finally, the students will make their final production taking into account all the guidelines that were given during the workshop. The students will have access to a computer lab and internet so that they can build the folder genre.

At the end of this didactic sequence, it is recommended that the results collected are made available through QR Codes to hoteliers, bars and restaurants that work with the municipal secretariat of tourism of the city. With the intention that this material reaches the target audience of texts in the folder genre.

As an evaluative suggestion of the DS, some points are considerably important, such as: the structural organization must contain all the necessary elements (*cover, product presentation, services and contacts*) and sequentially in the image; the proposed theme was respected; the vocabulary and language structures were used appropriately and in a way that is understandable to the reader; the information is correct, since it will possibly be disseminated to the public and will serve as a guide to tourists visiting the city.

To conclude, a self-evaluation should be carried out so that the teacher/student can analyze the DS as a whole and the importance of working with local culture in English classes.

FINAL CONSIDERATIONS

This paper entitled *Welcome To Bragança: interculturality through the didactic sequence of the folder genre for English language teaching*, aimed at: developing and suggesting a didactic sequence about the folder genre for English language teaching portraying the local culture of Bragança-PA; contributing to the reflections on the teaching of English language through cultural/regional aspects, textual genres, as well as analysing the importance of the elaboration of didactic sequences for the development of interculturality in teaching. The question that guided the work was: in what way would it be possible to work on regional aspects in English language classes?

Considering the results of this research, which is still a theme little used within the teaching of LI, it is possible to reflect on the development of activities that encompass intercultural aspects with the local culture in English classes, through the suggested proposal from a didactic sequence about folder genre, which was developed from the theoretical foundations of Dolz, Noverraz, Schneuwly (2004). We understand that there is a great relevance for English language teaching, as it offers different ways of teaching, promoting the teacher/student relationship during the whole constructive process. This work also allowed some beliefs to be broken, since it is still widely believed that one only learns a second language through foreign roots.

Therefore, I highlight the relevance that other studies should be done in this scope of language and culture, since both are rich in information and sub issues to be explored, mainly in the educational environment.

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