

In this paper we discuss the operations of (re)textualization of written texts to academic oral expositions produced by undergraduate students. Our aim is analyze the connections between the comprehension of written texts and the quality of the oral expositions. The theories of Marcuschi (2001) and Dolz *et al.* (2004) support the analysis. The results demonstrate the importance of the comprehension and the value of the slides for effective production of academic oral expositions.