

Since there are unknown studies in the Portuguese context focused on the characterization of oral skills regarding the expository argumentative domain of children, this work aims to perform an analysis of the development of students' discursive skills, describing the strategies and the socio-cognitive-discursive language used in the production of oral genres, and measuring the main difficulties of the same students. Then, it is intended to reflect upon the teaching methods which are currently in practice in Portuguese schools.

Based on the Sociodiscursive Interactionist Perspective and using procedures set out in Bronckart (1999), this investigation aims to prove that it is possible to have a teaching method more controlled and more systematized that promotes a conscious relationship of verbal and non-verbal behavior, as well as the domain of the linguistic axes which compose the oral genres.