INGLÊS

Learning to read: Estratégias para Leitura de Textos em Inglês

LEARNING TO READ:
ESTRATÉGIAS PARA LEITURA DE TEXTOS EM INGLÊS
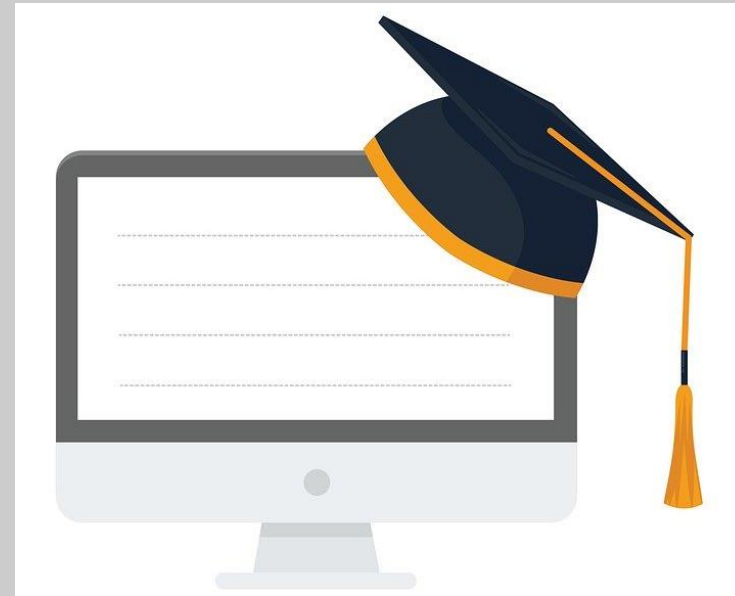
OBJECTIVE:

Explore the language of academic texts.

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LEARNING TO READ:
ESTRATÉGIAS PARA LEITURA DE TEXTOS EM INGLÊS

- **Books / Textbooks**

- **Academic / Scientific articles**

- **Dissertation / Thesis**

- **Book review**

    ✓ **Abstract / Introduction / Literature review / Methodology / Results / Conclusion**

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Using digital technology to enhance formative assessment in mathematics classrooms

Abstract

In this paper, which is based on research from the EU-funded project Improving Progress through Formative Assessment in Science and Mathematics Education, we explore how iPads are used within formative assessment processes by six mathematics teachers and their classes in two secondary comprehensive schools in the Midlands of England. A design research approach is first used to develop and trial six lessons in which iPads are used in different ways within formative assessment processes. Through lesson observations, video analysis and teacher interviews we then examine how iPad technology contributes to these processes, the functions it performs and the distribution of activity between the main actors (teacher, technology and student). An analytic approach is developed which captures the interactions in visual representations, showing how the technology is often used as a form of communication but also performs more active functions which affect the role taken by the teacher in formative processes. The study offers insight into ways in which iPad technology contributes to effective student learning through formative assessment and introduces an analytic approach that may be useful for further studies.

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WHAT HAPPENS

Using digital technology to enhance formative assessment in mathematics classrooms

HOW IT HAPPENS

Abstract

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Douglas Biber's research

INVOLVED PRODUCTION

| Telephone conversations (37.2)

35 | Face-to-face conversations (35.3)

30 |

25 |

20 | Personal letters (19.5)/ spontaneous speeches (18.2)/ interviews (17.1)

15 |

10 |

5 |
| Romantic fiction (4.3)
| Prepared speeches (2.2)
0 | Adventure fiction (0.0)
| Mystery fiction (-0.2)/ general fiction (-0.8)
| Professional letters (-3.9)/ Broadcasts (-4.3)

-5 |
| Science fiction (-6.1)/ Religion (-7)/ Humor (-7.8)
| Popular lore (-9.3)
-10| Editorials/ Hobbies (-10.1)
| Biografies (-12.4)/ Press reviews (-13.9)
| *Academic prose (-14.9)*
-15| Press reportage (-15.1)
| Official documents (-18.1)
-20|

INFORMATIONAL PRODUCTION

EXPLICIT REFERENCE

| *Official documents (7.3)*
7 |
| Professional letters (6.5)
6 |
5 |
| Press reviews (4.3)/ *Academic prose (4.2)*
4 |
| Religion(3.7)/
3 |
| Popular lore (2.3)/
2 | Press Editorials (1.9)
| Biographies (1.7)
1 | Spontaneous speeches (1.2)
| Prepared speeches (0.3) / Hobbies (0.3)
0 |
| Press reportage (-0.3)/ Interviews (-0.4)/ Humor (-0.8)
-1 |
| Science fiction (-1.4)
-2 |

-3 | General fiction (-3.1)
| Mystery fiction (-3.6)/ Personal letters (-3.6)/ Adventure fiction (-3.8)
-4 | Face-to-face conversations (-3.9)/ Romantic fiction (-4.1)

-5 | Telephone conversations (-5.2)
|
// |
-9 | Broadcasts (-9.0)

SITUATION-DEPENDENT REFERENCE

ABSTRACT INFORMATION

5 | *Academic prose (5.5)*
| Official documents (4.7)
4 |

3 |

2 |
| Religion (1.4)
1 | Hobbies (1.2)
| Press reviews (0.8)/ Press reportage (0.6)/ Professional letters (0.4)
0 | Press Editorials (0.3)/ Popular lore (0.1)
| Humor (-0.4)/ Biographies (-0.5)
-1 |
| Broadcasts (-1.7)
-2 | Prepared speeches (-1.9)/ Interviews (-2.0)
| General fiction (-2.5)/ Science fiction (-2.5)/ Adventure fiction (-2.5)/ Spontaneous speeches (-2.6)
-3 | Personal letters (-2.8)/ Mystery fiction (-2.8)/ Romantic fiction (-3.1)
| Face-to-face conversations (-3.2)/ Telephone conversations (-3.7)
-4 |

BIBER, D. Variation across speech and writing. Cambridge: Cambridge university press, 1988.

Language used in academic/scientific texts

- ✓ Adjectives (**recent** *survey*)

- ✓ Prepositions (*in, on, at etc.*)

- ✓ Word length (palavras longas)

- ✓ Nouns (*analysis, results, method*) and Nominalizations (*identification, clarification etc.*)

- ✓ Passives (*was chosen, are given etc.*)

- ✓ Place adverbials (*above, below etc.*)

- ✓ Present tense verbs (*conduct, do*)

- ✓ WH relative clauses (*the dog that bit me*) and pied piping constructions (*in which, with whom etc.*)

- ✓ Phrasal coordination (*xxx and xxxx*)

- ✓ Conjuncts (*alternatively, contrary to, however etc.*)

- ✓ Past participal clauses (*built in a single week, the house…*)

- ✓ Adverbial subordinators (*as, while, so that etc.*)

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Connectors → ADDITION

*Digital technology may **also** support and empower students in formative processes…*

and	*e*
furthermore, moreover, besides	*além disso*
as well as	*além de*
also, too, as well	*também*
both ... and	*tanto ... quanto*
not only ... but also	*não apenas ... mas também*

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CIOCARI, R. M. Inglês instrumental. INSTITUTO FEDERAL SUL-RIO-GRANDENSE. Universidade aberta do Brasil, 2011.

Connectors → CONTRAST

In our third example,

however, the technology

provides additional

functions…

but	*mas*
however	*entretanto, porém*
yet, still, nevertheless	*apesar disso*
despite, in spite of	*apesar de*
rather than	*ao invés de*
instead of	*em vez de*
although, though	*embora*
while	*enquanto*
whereas	*ao passo que*
on the one hand	*por um lado*
on the other hand	*por outro lado*
unlike	*ao contrário de*

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Connectors → CAUSE

...this does not necessarily lead to effective formative assessment, since the quality of feedback remains important...

because	porque, por causa de
because of this/that	por causa disso/daquilo
since	visto que, uma vez que

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Connectors → CONSEQUENCE

The design experiment was, therefore, a fusion of research and practice…

so	por isso, então
therefore, thus	portanto
so that	a fim de que

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Connectors → TIME / SEQUENCE

How this information is then used is crucial to the impact on student learning.

first(ly)	*primeiro, primeiramente*
second(ly)/third(ly)	*em segundo/terceiro lugar*
then/next/after that/afterwards	*a seguir*
finally	*finalmente, por último*
formerly	*no passado, antigamente*
nowadays/currently	*atualmente*
before	*antes*
after	*depois que, depois de*
the former	*o primeiro(a)*
the latter	*o segundo(a)*
when	***quando***
while	*enquanto*

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Connectors → **EXAMPLE**

*...using informal methods, **such as** peer to peer feedback during paired discussion…*

for instance	*por exemplo*
e.g. (example given)	*por exemplo*
i.e. (do latim id est)	*isto é*
such as	*tal/tais como*
like	*como*

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Connectors → EMPHASIS

…evidence of how the technology was actually used in formative assessment processes…

as a matter of fact/in fact/actually/indeed	*de fato, na verdade*

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Connectors → COMPARING

*All of your classmates have begun their projects, and you should do **likewise.***

in the same way/likewise	*da mesma forma*

Connectors → CONCLUSION

In summary, we need a better public health-care system.

in short/in summary/to sum up	em resumo
finally	finalmente

Relative pronouns

...including one teacher in each group who had taught for less than two years.

who / whom / that (people)	*que, quem, o(a) qual, os(as) quais*
whose (possession)	*cujo(a), de quem*
which / that (things / animals)	*que, o(a) qual, os(as) quais*

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Relative pronouns

*The prize will go to the writer **whose** story shows the most imagination.*

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whose (possession)	*cujo(a), de quem*
which / that (things / animals)	*que, o(a) qual, os(as) quais*

Relative pronouns

The student provides a full or partial answer, which may be obtained from teacher observation of work in progress.

who / whom / that (people)	*que, quem, o(a) qual, os(as) quais*
whose (possession)	*cujo(a), de quem*
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Abordagem instrumental:

- ✓ What language to expect?
- ✓ Content words → what.
- ✓ Function words → how.