Transcribe this page

Indexes for Jun. 20 2022

[0:00:00] Ok.
[0:00:01] Ok, so I'm going to start the session and I'm presenting the presentation of Alexandre Quintanilha Melo who is studying for a Master's degree.
[0:00:08] Alexandre, you have the floor.
[0:00:09] Alexandre Quintanilha Melo: Good morning everyone, I'm Alexandre Quintanilha Melo, I'm a Master's student at the University of Campinas, I'm from Brazil and I'm here to talk about my research.
[0:00:19] Alexandre Quintanilha Melo: Let me share my screen.
[0:00:21] Alexandre Quintanilha Melo: Can you see it?
[0:00:23] Alexandre Quintanilha Melo: Yes.
[0:00:24] Alexandre Quintanilha Melo: Ok, so I'm here to talk about the effectiveness of the use of phonics in an attempt to improve the reading skills of students in a Brazilian public school.
[0:00:35] Alexandre Quintanilha Melo: Ok, so this is the agenda.
[0:00:37] Alexandre Quintanilha Melo: First I'm going to talk about the theoretical framework, then I'm going to talk about the methodology, then I'm going to talk about the results and then I'm going to talk about the conclusions.
[0:00:47] Alexandre Quintanilha Melo: Ok, so the theoretical framework.
[0:00:49] Alexandre Quintanilha Melo: Ok, so the theoretical framework is based on the work of Stanovich, Stanovich and Cunningham.
[0:00:57] Alexandre Quintanilha Melo: Ok, so Stanovich and Cunningham, they have a model of reading which is called the simple model of reading.
[0:01:07] Alexandre Quintanilha Melo: Ok, so this model says that reading is the product of two components, which are decoding and linguistic comprehension.
[0:01:17] Alexandre Quintanilha Melo: Ok, so decoding is the ability to read words and linguistic comprehension is the ability to understand the meaning of words, phrases, sentences, paragraphs and texts.
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