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Título	Effectiveness of an intervention program for linguistics skill development
Autores	Katya Luciane de Oliveira Neide de Brito Cunha
Autor (es) USF	Acacia Aparecida Angeli dos Santos Paula Cristina Camargo Oses
Autores Internacionais	
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Resumo	The importance of language and its formal instruction during the initial school phase has stimulated studies that seek options to implement them successfully. From this perspective, this study aimed to verify the effects of an intervention program on the language skills assessed. The participants were sixth-grade elementary school students evaluated in reading comprehension, spelling, word recognition and metatextual awareness. The intervention program was performed with 103 students, divided into experimental (EG) and control groups (CG). The experimental group attended 10 sessions, which included the use of gradual Cloze technique in texts of various textual genres, which were intended to develop the reading comprehension and the development of metatextual awareness. Analyses indicated the superiority of EG over the CG in the post-test. New studies are needed to permit the generalization of the results.
Fomento	