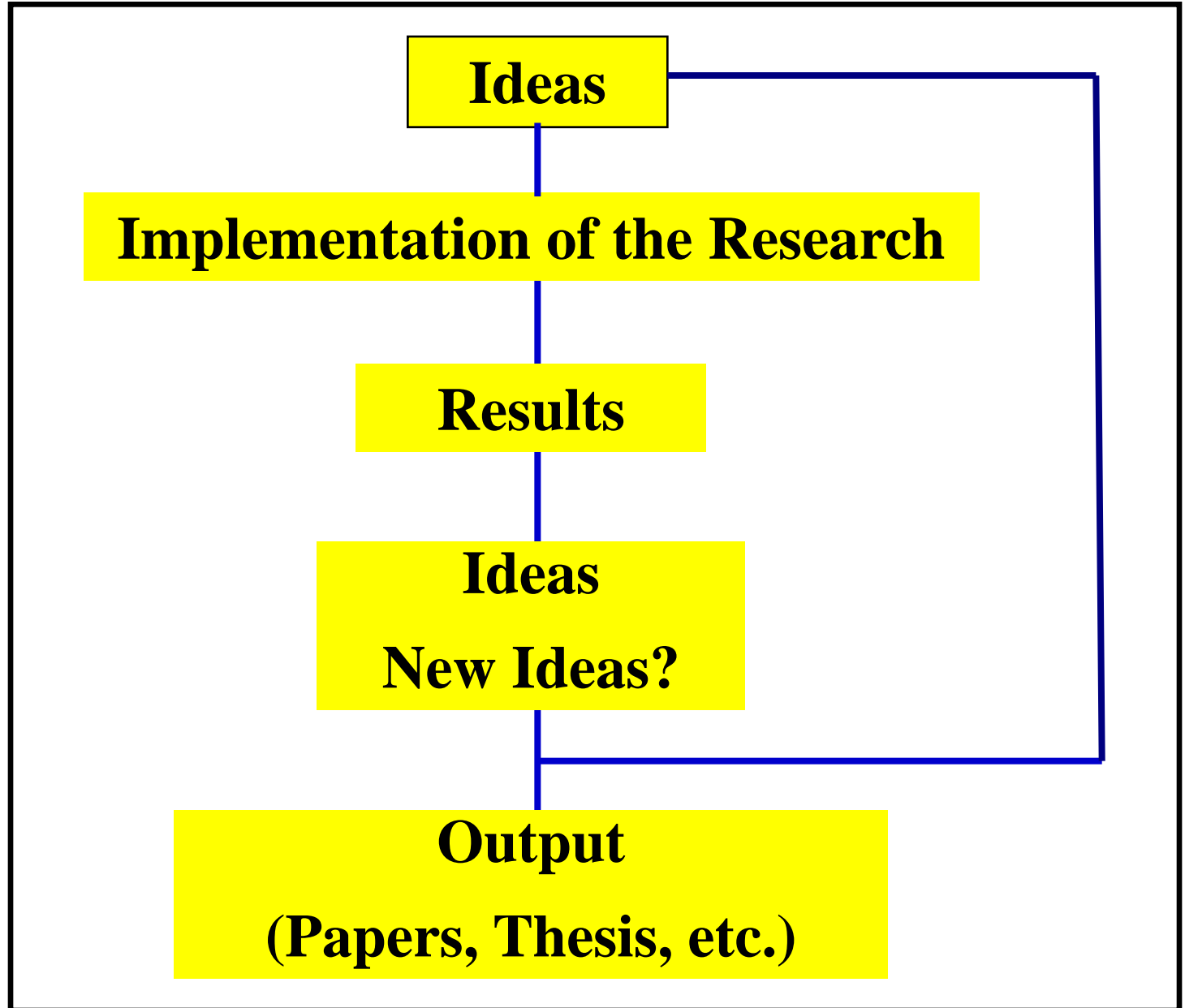


The learning-by-doing strategy

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**Scientists publish ideas and
concepts, NOT results!**

The AMADEUS strategy

Aluísio & Oliveira, 1995

(www.nilc.icmc.usp.br)

Learning by doing

**It takes only a few minutes
to say how to do it**

BUT

It may take years to learn how to do it

<http://arxiv.org/abs/cs/0611013>

Learning by Doing

- **AMADEUS strategy**
 - learning by example through
 - critical analysis of scientific discourse (corpus linguistics)

Learning by Example

- **Observe how others do it**
- **Imitate**
- **Note the structure of the language**

- **Do not copy “as is”**
- **Factual information is your own**

Plagiarism

- **You may cite others' words, data**
 - Using your **own** words

- **Do not copy verbatim**
 - Other authors' text
 - From your earlier papers

Step 1

- **Select texts from reliable sources**
 - Are they well-written?
 - Produced by native speakers?
- **Read material critically,**
 - annotate expressions that convey important messages for your work

Step 2

- **Compile expressions and sentences**
- **Mark *distinct* messages**

- **This procedure should be part of your learning life**

Never stop doing it!

Step 3

- **Classify materials according to**
 - **schemata of a scientific paper**

Classification: Strategy 1

- **Assign expressions to pre-defined schemes, e.g.**
 - Where does it fit?
Introduction? Methods? Results?

Advantage: easier and quicker

Disadvantage: lack of practice reshuffling material

Classification: Strategy 2

- Select a large number of expressions (hundreds!)
- Classify them later

Advantage: more *efficient*

Disadvantage: more *time-consuming*

Step 4

- Practice

- Identify distinct ways of conveying rhetorical messages

Example

This	the
	paper	addresses		problem
	letter	analyzes		case

Step 5

- ***Fill in*** the content with your own material
- **Continue to**
 - ***enrich*** the options by selecting additional expressions (step 2)
 - ***Identify*** additional helpful messages (step 4)

Step 6

- **Repeat process with the selected expressions**
- **Classify them according to rhetorical message**
- **Example**
 - **describe, contrast, confirm, define, compare, introduce**

Step 6 Explained

Goal: collect expressions to (1) retrieve as needed and (2) help you analyze specific contents

- **Continue selecting expressions and identifying their messages**

Step 7

- **Work on full text segments instead of individual sentences**
- **Repeat procedures in step 5 (fill-in)**
- **Connect sentences for coherence**
 - **Compile a list including terms:**
 - *however, in contrast, indeed, on the other hand, furthermore, nevertheless, since, because*

Step 8

- **Time to produce a complete section of paper**
 - **Select subcomponents**
 - **Implement them using material from previous steps**

- **Check use of connectives and coherence**

Step 9: Edit text

- **Check spelling and grammar**
- **Eliminate unnecessary words**
- **Check consistency of subcomponents and their inter-relationship**
- **Analyze contents for**
 - Completeness and accuracy

Keep in Mind

- From the very beginning, you must provide the reader with
 - **Your most important**
 - **Findings**
 - **Contributions**

Important Note:

Though the AMADEUS strategy was not conceived as a tool to learn English, users may improve their proficiency by practicing with the language in context. For example, the material compiled should be excellent source for checking use of prepositions, phrasal verbs, connectives and even vocabulary of the field in focus.

**Did you find *Learning by doing* tedious?
Too many steps? Too many expressions?
Too much reading? Too much homework?**

**But then, once you know them all,
you will have become a very
competent writer. We cannot offer
any further help!**

Disclaimers

1. Over the years I have seen people benefiting enormously from the AMADEUS strategy, but in all cases it was the practice and dedication of the user that made it a success.

2. This strategy cannot replace solid learning of English, and only works for users with reasonably good reception of English

Divulgando ciência e tecnologia

Este capítulo se inicia com a gênese do livro, com a definição das linguagens do conhecimento e a distinção entre informação e conhecimento. Os demais ensaios são ligados à importância do domínio de línguas, com especial ênfase na escrita e comunicação com a sociedade, e na necessidade de dominar a língua franca para a ciência, cultura e comércio, que é o inglês. A consequência mais importante da aquisição das linguagens do conhecimento está na habilidade de aprender a aprender. Adquirir tal habilidade está no cerne da formação de alto nível de um profissional de qualquer área, e isso é explorado na discussão sobre escolhas de carreiras para um jovem em três ensaios. Destaco o penúltimo ensaio do capítulo, que difere dos demais na sua

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