Abstract

We investigated the making of written summaries and the way in which the students interacted with their fellows to write, assess, correct and rewrite them, as well as the epistemological presuppositions of teachers at the time of evaluating them. The corpus of data was constituted by 96 written summaries by students from the 5th and 7th EGB1 grades individually (pre and post-test) and in couples, on 14 narrative texts and journalistic news. We conducted a descriptive-quantitative analysis and another descriptive-qualitative one, which enabled us to know the categories being studied: topic, structure, progression, thematic, inferential processing, and cohesion resources. Results showed that interaction between children resulted highly positive, since the entire group obtained a greater score in the final situation in comparison to the initial one. This significant difference occurred according to the reading condition. In a way, the group of bad readers was leveled with the good readers, thus achieving more coherent texts and making a better use of cohesion resources.

Keywords

interaction between children - written summary - coherence - cohesion - evaluation by teachers.