

THE EFFECT OF READING GOAL ON INFERENCE GENERATION WHILE READING POETRY

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Reading can be characterized as a complex activity that involves cognitive processes such as the construction of mental models through inferences. Narvaez et al. (1999) point out that there has been a great increase in the number of research trying to understand the circumstances that lead to particular inferences generation. Among different scenarios within these studies, a small number of them have investigated inference generation while reading poetry, and none (to our knowledge) has investigated the influence of different purposes when reading poetry. Therefore, this small scale study aims at investigating the effect of different reading purposes, i.e., study and entertainment, on Master EFL students' process of inference generation while reading poetry. As part of the data collection process, two groups, each composed by two students enrolled in the English Master Program in the Universidade Federal de Santa Catarina, read two poems written by Carlos Drummond de Andrade, with different purposes. Furthermore, the Pause Protocol (Cavalcanti, 1989) was used in the version adapted by Tomitch (2003) so that the participants could verbalize their thoughts during their reading process. The verbalization of both poems was recorded for further transcription and analysis. In addition, the participants were asked to answer a retrospective questionnaire, which intended to allow data triangulation, providing more evidence to support the research conclusions. Participants' verbalizations were recorded and the inferences were categorized according to the Inference Categorization Model proposed by Narvaez et al. (1999). Data from the Pause Protocol reports provided evidence that the total amount of inferences generated was not significantly influenced by the reading purpose. However, results have shown that the amount and kind of inferences varied among the

two reading situations proposed, in accordance with most literature in the area (Narvaez et al., 1999; Gerber & Tomitch, 2008, Gerber et al., 2006, among others).

Key words: Poetry reading. Inference generation. Different purposes.