

Conectividad causal, metas de la comprensión y presentación repetida de ideas principales en la facilitación de la comprensión del discurso narrativo.

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CONECTIVIDAD CAUSAL, METAS DE LA COMPRENSIÓN Y PRESENTACIÓN REPETIDA DE IDEAS PRINCIPALES EN LA FACILITACIÓN DE LA COMPRENSIÓN DEL DISCURSO NARRATIVO

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RESUMEN

El objetivo de este estudio fue examinar el rol del establecimiento de conexiones causales, las metas de la comprensión, la presentación repetida de ideas principales emocionales, y la modalidad de presentación en la comprensión de discurso narrativo. Con este fin, 48 estudiantes de la Universidad de Buenos Aires escucharon o leyeron un fragmento de un programa de radio, y recibieron una meta de la comprensión (recuerdo de ideas principales-recuerdo de emociones de los hablantes). La mitad recibió las ideas principales emocionales en forma repetida, y la mitad no lo hizo. Luego, todos realizaron una tarea de recuerdo de ideas principales. Los resultados indicaron que aquellos enunciados que tenían un número alto de conexiones causales eran más recordados que aquellos que tenían un número bajo de ellas cuando eran leídos, y cuando se había presentado las ideas principales emocionales en forma repetida. Por otra parte, cuando los estudiantes leyeron el material con la meta de recordar las ideas principales y recibieron las ideas principales emocionales en forma repetida, y cuando leyeron con la meta de recordar emociones de los hablantes y no se presentó las ideas principales emocionales en forma repetida, recordaron una mayor cantidad de enunciados que cuando lo escucharon.

Palabras clave

Conectividad causal - Ideas principales - Metas de la comprensión - Discurso narrativo

ABSTRACT

CAUSAL CONNECTIVITY, COMPREHENSION GOALS AND REPEATED PRESENTATION OF CENTRAL IDEAS IN THE FACILITATION OF NARRATIVE DISCOURSE COMPREHENSION

The goal of this study was to examine the role of the establishment of causal connections, students' comprehension goals, the repeated presentation of central ideas and modality of presentation in the comprehension of narrative discourse. With this aim, 48 colleges students at the University of Buenos Aires either listened to or read an excerpt of a radio transmission, and were assigned a comprehension goal (recall of central ideas-recall of speakers' emotions). Half of them received a second

presentation of the emotional central ideas, and half did not. Then, students were asked to perform a central ideas recall task. Statements that had a high number of causal connections were recalled more often than those that had a low number of them when they had been read, and when students had received a second presentation of the central emotional ideas. In turn, when students read the transcript with the goal of recalling central ideas and received a second presentation of the emotional central ideas, and when they read the transcript with the goal of recalling speakers' emotions and did not receive a second presentation of these ideas, they recalled a higher number of statements than when they listened to the materials.

Keywords

Causal connectivity - Comprehension goals - Central ideas - Narrative discourse

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