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Conectividad causal, toma de notas y modalidad de presentación en el recuerdo de discurso narrativo espontáneo por parte de estudiantes universitarios.

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CONECTIVIDAD CAUSAL, TOMA DE NOTAS Y MODALIDAD DE PRESENTACIÓN EN EL RECUERDO DE DISCURSO NARRATIVO ESPONTÁNEO POR PARTE DE ESTUDIANTES UNIVERSITARIOS

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RESUMEN

El objetivo de este estudio fue examinar el rol del establecimiento de conexiones causales entre enunciados, la toma de notas y la modalidad de presentación del material en la comprensión de discurso por parte de estudiantes universitarios. Con este fin, se presentó a 42 estudiantes de la Universidad de Buenos Aires un material de discurso narrativo (una sección de un programa de radio). La mitad de los participantes escuchó el material, y la mitad leyó su transcripción. Luego, se pidió a los estudiantes que realizaran una tarea de recuerdo libre. Los resultados indicaron que los enunciados que tenían un alto número de conexiones causales eran más recordados que los que tenían un número bajo de ellas. A su vez, los estudiantes que leyeron tuvieron un mejor desempeño que los que escucharon. Por su parte, hubo una interacción significativa entre conectividad causal y modalidad de presentación del material: aquellos enunciados que tenían un número alto y medio de conexiones causales fueron más recordados cuando se los presentó en modalidad lectura que en modalidad escucha. Estos resultados sugieren que el establecimiento de conexiones entre enunciados y la lectura de material facilitan la comprensión del discurso narrativo por parte de estudiantes universitarios.

Palabras clave

Conectividad causal - Toma de notas - Modalidad de presentación - Comprensión del discurso

ABSTRACT

CAUSAL CONNECTIVITY, NOTE-TAKING AND MODALITY OF PRESENTATION IN THE RECALL OF SPONTANEOUS NARRATIVE DISCOURSE BY COLLEGE STUDENTS

The goal of this study was to examine the role of the establishment of causal connections among statements, note-taking, and the modality of presentation in college students' discourse comprehension. With this aim, 42 students at the University of Buenos Aires were presented with an excerpt of a radio interview. Half of the participants were asked to listen to the interview, and half were asked to read its transcription. Students

were then asked to perform a free recall task. Results indicated that statements that had a high number of causal connections were recalled more often than those that had a low number of them, and they were more recalled when they were presented in written than spoken form. Results also indicated a significant interaction between causal connectivity and presentation modality: those statements that had a high number of connections were more often recalled when they were presented in written than spoken form. These results suggest that establishing connections among statements and reading the materials facilitates college narrative discourse comprehension.

Keywords

Causal connectivity - Note-taking - Modality of presentation - Discourse comprehension

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