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"NOTE TAKING STRATEGIES AND LISTENING SKILL"

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TUTOR APROVAL

CERTIFY:

I, PhD. Verónica Elizabeth Chicaiza Redin, holder of the I.D No. 1715106322, in my capacity as supervisor of the Research dissertation on the topic: “Note Taking Strategies and Listening Skill” investigated by Ms. Ericka Nataly Medina Hurtado with I.D No. 1804918223, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.



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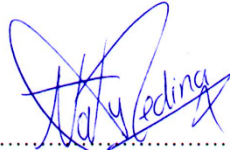
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DECLARATION PAGE

I declare this undergraduate dissertation entitled "Note Taking Strategies and the Listening Skill" is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.



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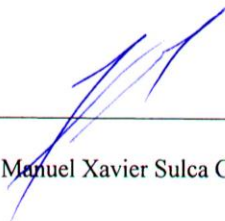
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DEDICATION

I would like to dedicate this research work to my strength and source of unconditional love, God. Who with his great mercy has guided me in each of my steps at all times in my life.

To my parents, Gladys and Vicente, for being my biggest support and the reason to being better every day.

To my brothers Daniel and David, my little princes, for being my inspiration.

To my grandparents, uncles and cousins for supporting me in each of my personal goals and dreams. Specially to Rolando and Anita.

To the love of my life, Mike, for being my soulmate and guardian angel on this journey called life.

To all of you with the most sincere and deep love.

Nataly

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ABSTRACT

The note-taking strategy has proven its effectiveness for learning and improving language skills, facilitating the retention and storage of information. This research was developed, with the objective to determine the relationship between Note-Taking Strategies and Listening Skills of students from 8th semester in The The Language School school at Technical University of Ambato. To achieve the objectives, it was used a quasi-experimental methodology that included 20 students with whom two groups were formed; an experimental one to whom the strategy was applied and a control one, both were evaluated through the Cambridge FCE in an initial and final way. The development of this research determined that using the note-taking strategy favors the improvement of the listening ability in students of the eighth semester in the The Language School. After its application, the majority of them improved on the recognition of phrases, accents, contractions, new vocabulary and even the ability to make inferences about the information heard has been improved. At the end, it was possible to observe the reduction of the number of students in poor level, as in the regular level. In addition, an increase in the percentage of students at a good level and, finally, it was encouraging to find students with a level of excellence in the ability to listen.

Key words: note taking, listening, listening skills

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative background

Note-Taking Strategies

Note taking means extracting information about the content to consider. This strategy allows to process context information in mind, so students can take notes and write their own words and beliefs. Students can also apply written words and their ideas. Besides, information retrieval will be more possible when students write and think simultaneously. Note Taking is a complex action that includes the conception of the auditory input, the identification of essential information and its storage, however, it is noteworthy that working memory plays a key role in this practice (Bahrami & Nosratzadeh, 2017).

On the other hand, Cartolani & Carlino (2011) affirm that the strategy of note taking is characterized by complex cognitive processes that involve short-term memory, comprehension of the topics discussed and its production. Likewise, it is considered that note taking favors learning, not only when students review their grades, but also while they are doing this activity, since it facilitates the retention and connection generated by the student between different information segments.

Listening Skills

Listening is one of the four skills of a language that implies a psychological process of receiving, attending and constructing meaning, responding to verbal messages. The ability to listen is key to receiving messages effectively. Listening is a language skill that requires a desire to understand another human being, an attitude of respect and acceptance, and the willingness to open mind to try to see things from the point of view of another, so it requires a high concentration and energy level. (Tyagi, 2013).

Listening can be considered as a fundamental ability to speak or write because without understanding the entry at the correct level, any learning cannot begin. Listening is an “active and interactive process in which, a listener receives speech sounds and tries to attribute meaning to spoken words. The listener tries to understand the desired message of the oral text to respond effectively to oral communication” (Solak, 2016, p. 30).

Background Researchers

Based on the foregoing and bearing in mind the importance of the strategy of note taking in the development of the ability to listen, this research is developed in order to determine the relationship between both of them, however, the subject has been the target of several international and national research that highlights its relevance and necessity for research. Among the most important can be mentioned the following:

In the publication of Kilickaya & Cokal (2009), “*The effect of note-taking on university students Listening Comprehension of lectures*”, it was investigated the effect of note taking on comprehension, considering 44 undergraduate students of EFL who are in the first year of their undergraduate level in the Department of Foreign Language Education at the Technical University of the Middle East.

Participants were divided into two groups: experimental and control groups, the first (experimental) group practiced listening in classes and were allowed to take notes, while the control group practiced listening to the same classes without being allowed to take notes.

The scores obtained by these two groups were statistically analyzed and the results showed that the participants who were allowed to take notes significantly improved their level of comprehension compared to the rest of the students. Therefore, it is concluded that note taking while listening is an effective strategy and experience for information retention, especially in academic environments.

The research “*The Impact of Note-taking Strategies on Listening Comprehension of EFL Learners*”, by Hayati & Jalilifar (2009) was developed with the aim of investigating the relationship between the strategy for note taking and the ability to listen to students.

To develop the research, a language proficiency test was administered to undergraduate students who specialize in English translation at Shahid Chamran de Ahvaz University. There were 60 students selected to enter the next phase of the experiment. Then, they were randomly divided into three groups: note takers without instructions, Cornell note takers (strategy for note taking with systematic formatting for the condensation and organization of information) and not note takers. The experiment consisted of asking the three groups to listen to the listening section of a simulated TOEFL proficiency test. The results, in general, supported a clear link between the note-taking strategy and the ability to listen.

An important discovery of this research was that students who took notes according to their own method showed a lower level of language achievement than those who took notes based on the Cornell method.

This research allows us to understand the effectiveness of the note-taking strategy in the development of skills, especially at the level of listening. However, it is necessary that the process be guided or developed based on a technique specific.

In the publication “*Exploring Note-taking Strategies of EFL Listeners*” by Chun (2011), it is recognized that note taking promotes the process of learning and retention of class material, so the research was developed with the aim of investigate note-taking strategies used by listeners.

The participants were 80 students at a university in Northern Taiwan, the main instruments used in the research were a questionnaire of note-taking strategies and a questionnaire of perceptions of note taking, based on the inventory of practices for note taking of Ryan (2001) which is a questionnaire with six categories of note-taking

strategies: absorption, maintenance, translation, decoding, integration and organization.

The results show that the "organization" has the highest average frequency among the six categories of the note-taking strategy (most effective) and the most used strategy is absorption, but in general it is concluded that the taking of notes really promotes learning in students due to the facilitating effect, in addition to the fact that evocation derives from two general functions: external coding and storage.

The research relies that the strategy of note taking favors learning because it activates attention mechanisms, cognitive processes of coding, integration, synthetization and transformation of information, but it is necessary to respect and emphasize its stages.

In the article by Boran & Yi (2012) entitled "*The Effect of Note-taking on Listening Comprehension for Lower-Intermediate Level EFL Learners in China*", it is mentioned that note taking involves four general skills: listening, cognitive processing, recording content and review the information noted. Taking note gives the student the opportunity to reorganize, develop and incorporate new material into the cognitive structure.

This article analyzes the facilitating effects of note-taking on listening comprehension for intermediate-low level EFL students in China performing empirical experiments. The research was carried out through tests with objective questions and writing subjective summaries for auditory comprehension with performances in a controlled environment.

The analysis of the data collected confirms that note taking facilitates listening comprehension, especially while writing abstracts. English language proficiency is influenced by the facilitating effects of note taking that listening comprehension allows.

Additionally, the article highlights that note taking is beneficial for at least two reasons. First, note taking helps the knowledge by the activation of attention

mechanisms and the participation of student's cognitive processes of coding, integrating, synthesizing and transforming the received input information. Second, note taking can serve as an external deposit of information that allows a review and evocation of what has been heard.

On the other hand, in the research "*A Comparative Research of Listening Comprehension and Organization of Lecture Notes in Intermediate English Classes*" developed by Haswell & Lee (2013) it is clearly stated that note taking is not necessarily about how much a person can write, but how that one can control his written output in order to improve the efficiency of his recovery once the text is complete.

The qualitative-quantitative research prescribed data from questionnaires where the questions were focused on listening instruction in class to determine how the process is carried out and also related to the attention of students to organize the main ideas extracted from a spoken text and its relationship with supporting details.

The research has shown that explicit instruction in note-taking skills can benefit students in terms of organizing ideas. Therefore, the improvement in listening skill that shows a clear benefit to students and their foreign language research program.

In the research "*The Impact of Instructions: Perceptions of Notetaking and Awareness of Metacognitive Listening for ESL Students*" by Murakami (2014), it is mentioned that taking effective notes while listening is one of the important strategies for students that allows them to meet their academic goals.

These research probed the impact of instructions for note taking and listening to ESL students, for which 23 ESL students from upper intermediate level participated, who underwent training to take notes and listen metacognitively during a semester. Their change in perception of note-taking strategies and growth in metacognitive awareness were measured by questionnaires. Participants took a listening test and survey questionnaires answered both before and after the instructions, and were instructed to take notes while listening.

The results showed that the note-taking strategy was more useful than the metacognitive listening strategy. The students gained deeper knowledge about the importance and practicality of the strategy for note taking. Therefore, it is concluded that the strategy-based note-taking instruction helped students find practicality and benefits at the level of listening (self-efficacy).

The research emphasizes the effectiveness of the note-taking strategy, but even more in the process of instruction and guidance that the language teacher must provide to the students, since a poorly guided process can cause limitations in other receptive and productive skills.

In the research *“A Comparative Research on the Effects of While Listening Note Taking and Post Listening Summary Writing on Iranian EFL Learners' Listening Comprehension”* by Ahour & Bargool (2015), it is mentioned that listening is the most important ability to learn a new language, and its main objective is to be able to understand what is the meaning intended by the speaker, proposing several strategies to improve this ability over time.

The objective of this research was to discover if there is any significant difference in the ability to listen using the note-taking and writing of summaries in Iranian EFL students. Next, quasi-experimental research based on pretest-posttest was used, applied to sixty students in two advanced English classes. The results of the t-test revealed that in both groups the listening ability was improved, since there was no significant difference in the subsequent tests of both groups. Hence, the efficiency of the note-taking strategy to improve hearing ability in students is recognized.

This comparative research notes that the note-taking strategies, by involving cognitive processes of attention and coding, allow to improve the listening comprehension ability in students.

In the research *“The impact of the strategic note-taking in enhancing EFL learners' listening skill”* by Harrouz (2016), the impact of note taking was described and

investigated, based on the fact that this strategy improves the listening ability of English as a foreign language students.

For these work, it was raised the hypothesis “the taking of notes improves the ability to listen”. To confirm this hypothesis, a descriptive research inferred from the results obtained from questionnaires administered to third-year EFL students in the English Division at Biskra University was used, in order to collect the necessary data about the subject under research.

The research revealed that taking notes, promotes deep concentration and attention in students. Therefore, students become active listeners and improve the ability to listen. On the other hand, it is noted that problems that obstruct this process can arise. One of the most important is the lack of knowledge about note-taking strategies. Hence, it is important to recognize the teaching work in order to achieve an effective use of note taking with the expected results.

In the research *“The Effect of Note-Taking Strategy on Aviation Listening Comprehension Improvement”* by Poorahmadi (2017), it is emphasized that listening knowledge is a complex process that leads to the comprehension of spoken language. To achieve this, several strategies have been introduced to improve this important language skill, one of them is the note taking.

The research was an effort to investigate the effect of the note-taking strategy to improve listening comprehension in Iran. To achieve this purpose, 60 students from the Aviation Academy were selected as research participants. They took a preliminary test of English (PET) to examine their listening level. Students were placed in groups: experimental and non-experimental, for the first one, the note-taking strategy was applied for ten sessions, but for the second group, this practice was not given.

The analysis and comparison of the results of the previous and subsequent tests revealed a considerable improvement in the listening skill of experimental students. Thus, it is concluded that note taking when listening, increases attention and

concentration, encourages students to process the material more deeply and provides a means to connect new learning with prior knowledge. Note taking allows to pay attention to what is heard and considering that learning takes place based on the attention that is a prerequisite for the input of information, this strategy is effective.

Finally, the research entitled *“Note-Taking Skill Among Bilingual Students in Academia: Literacy, Language and Cognitive Examination”* by Zetawi & Lipka (2019) shows that, the ability to take notes while listening is important and complicated. The main objective of the research was to examine the skills to note taking among language students.

Literacy, language, cognitive and note-taking skills were evaluated in 63 university students. The research found that students who practiced note taking showed significant differences with respect to listening ability than those who did not practice it. In addition there was an improvement in vocabulary, reading fluency and handwriting speed. The results also revealed that the first language was the most important variable to predict the quality of the notes, followed by fluency in word reading.

Therefore, note taking is an effective strategy because it imposes a load of attention in order to maintain organized and stored the information acquired visually and acoustically.

1.2 Objectives

1.2.1 General

- To determine the relation between Note-Taking Strategies and Listening Skills of students from 8th semester in The Language School at Technical University of Ambato.

1.2.2 Specific

- To establish the importance of using the note-taking strategy on students' listening skills.
- To identify the type of strategies used in the development of the ability to listen in students from 8th semester in The Language School at Technical University of Ambato.
- To determine how the use of the note-taking strategy favors the development of the listening skill in students from 8th semester in The Language School at Technical University of Ambato

Objective fulfillment process

To establish the importance of using the note-taking strategy on the listening ability, these variables were theoretically based on books, magazines, publications and physical and virtual articles. Subsequently reviewed, analyzed and summarized studies concerning the note-taking strategy and its impact on listening skills, which served as the basis and reference for the development of this research.

To achieve the second objective that was to identify the type of strategies used in the development of the ability to listen in students from 8th semester, the type of methodologies used by the teacher and the students during class development was observed and analyzed, where they work in the listening competence.

Finally, in order to determine whether the use of the note-taking strategy favors the development of the ability to listen in eighth semester students, an experimentation process was developed. Where a group of students was subjected to the note-taking strategy for two months with a frequency of three times per week. They were evaluated initially and finally to determine the level of progress, which was checked through the statistical test of the student T.

CHAPTER II.

METHODOLOGY

2.1 Resources

Humans

- Research tutor.
- Researcher.
- Students.

Institutional

- Technical University of Ambato.
- Humanities and Education School
- Libraries.

Materials

- Office supplies.
- Transportation.
- Technological materials.
- Bibliography.

Economics

Table 1 Economics resources

Design	\$ 70,00
Development	\$ 90,00
Delivery of the research project	\$ 50,00
Total	\$ 210,00

Made by: Medina E. (2019)

2.2 Methods

Qualitative quantitative

The research required a quantitative and qualitative approach, that is, a mixed approach since the quantitative method collects and analyzes statistical and numerical data acquired from the field research. While, on the other hand, the qualitative approach was applied to interpret the results obtained in order to highlight the relevance of the strategy of note taking for the listening skill improvement.

Therefore, as expressed by Monje (2011), the mixed method generates knowledge through numerical tools and field analysis in order to explain, understand and transform it according to the researcher needs.

Basic Modality

Bibliographic-documentary

Documentary research is a process based on logical and mental methods, analysis, synthesis, deduction, induction, etc. That is characterized by the use of documents allowing to collect, select, analyze and present consistent results stand on them (Caceres, 2016).

In the current research, the bibliographic-documentary modality was mainly used for selection and review of information from sources such as books, magazines, reports, publications, newspapers, etc. Information that allowed to generate knowledge about the variables proposed in the research.

Field

Field research is the process that allows obtaining relevant data, since it is carried out at the site where the object of research is located and is its environment, allowing a deeper comprehension of the problem (Graterol, 2016).

The field modality was necessary to make direct contact with the reality of research. With the eighth-semester students of the Languages school of Technical University of Ambato, it was possible to carry out a diagnostic process to know the development degree of listening comprehension and the effectiveness of the use of the note-taking strategy for this purpose.

Research level

Descriptive

Descriptive research makes a description of something, generally, about the characteristics or functions of the problem in question (Barnet, Arbones, & Testor, 2017)

The present research was descriptive since it involved a scientific method for the behavior description of the research subjects, who are the students of eighth semester of The Language School of Technical University of Ambato, in order to determine the relationship between the strategies of note taking and listening comprehension skills.

Quasi-experimental

This method consists of an investigation that possesses all the elements of an experiment, except that the subjects are not randomly assigned to the groups. In the absence of randomization, the researcher faces the task of identifying and separating the effects of the treatments from the rest of factors that affect the dependent variable. (Segura, 2013, p. 277).

The current research was quasi-experimental since two groups of students were formed: an experimental group to whom the note-taking strategy for the development of the listening ability was applied, and a control group that had the participation of the same number of students, but who were not part of the intervention and maintained the curricular teaching methodologies. The results derived from the comparison of both groups regarding the development of the listening skill, allowing to test the hypothesis of this research.

Population and sample

In general terms, the population can be defined as “a finite or infinite set of elements with common characteristics for which the research conclusions will be extensive. This is delimited by the problem and the objectives of the research” (Arias, 2012, p. 81).

On the other hand, the sample is defined as “a representative and finite subset that is extracted from the accessible population” (Arias, 2012, p. 83).

In the current research, the 20 students of the eighth semester of The Language School of Technical University of Ambato were considered as research population. Therefore, considering that it is an accessible population, the sampling selection was not carried out and the entire population was taken as a sample.

In this way, the research involved the participation of the 22 students, who were randomly distributed in two groups for the fulfillment of the proposed objectives.

Where, 11 students were in the experimental group and the other 10 students were part of the control group.

Techniques and instruments for data collection

To develop the research, the Cambridge FCE was used as a data collection technique and the questionnaire validated through the same platform was used as an instrument.

The FCE , or First Certificate in English, is an exam that demonstrates the use of written and spoken English at an intermediate-advanced level. However, only the listening section was used for this research. It consists of 4 parts, where the comprehension of telephone messages, radio programs, news, announcements, stories, anecdotes, talks, etc. must be demonstrated. In addition, students should also be able to understand different types of oral interactions: conversations, interviews, debates, plays, etc.

- In the first part, excerpts from different conversations are heard and then the correct answer must be selected.
- In the second part, a person must be heard giving a talk on a topic and some sections of a text must be filled with words or phrases.
- In the third part, 5 people who talk about a common topic are heard and then a sentence is related to each speaker.
- In the fourth part, the student should listen to an interview or interaction between two people and then choose answers.

Information collection plan

The data was collected as follows:

1. Literary review of the proposed topic to broaden the knowledge regarding the use of the note-taking strategy in the development of English language skills, particularly in listening.

2. Selection of the research population after institutional authorization (Technical University of Ambato).
3. Management of curricular activities with those of the degree project.
4. Creation of control and experimental groups with 11 students in each one. Followed of the application of the FCE as a diagnostic test (Pretest).
5. Explanation of the implications of the note-taking strategy to the students of the experimental group and applying it for two months (3 times per week).
6. After two months, the application of a posttest (FCE of similar complexity to the initial one) to both groups for the comparison of the obtained results.

Data processing plan

Once the control and experimental groups pretest and posttest information was collected, it was reviewed, classified and processed through a statistical program that allowed to present the results in tables and graphs. It was needed for its respective individual and comparative analysis, in order to verify the research hypothesis and achieve the objectives set.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

3.1.1 FCE (PRETEST) Results

Table 1 Experimental Group Pretest

Indicators	Experimental Group	
	Frequency	Percentage
Bad	2	18%
Regular	8	73%
Good	1	9%
Excellent	0	0%
	11	100%

Source: FCE (Listening)

Developed by: Medina, E (2019)

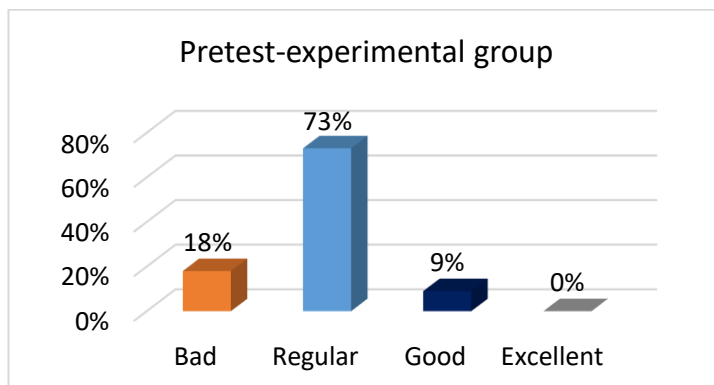


Figure 1 Experimental Group Pretest.

Source: FCE (Listening)

Developed b: The researcher

Analysis and Interpretation:

The FCE test was scored on 4 points (1 point for each section), therefore, it was assigned: 1 = Bad, 2 = Regular, 3 = Good, 4 = Excellent.

Considering the above and as shown in Figure 1, 73% of the students in the experimental group achieved a regular performance with respect to the listening ability after the application of the FCE, 18% had a poor performance and only the 9% had good.

With the results obtained, it was concluded that the majority of the experimental group students of the eighth semester of the The Language School at Technical University of Ambato, had a regular level regarding the development in the ability to listen, consequently, difficulties in listening comprehension are evident

Table 2 Control Group Pretest

Indicators	Control Group	
	Frequency	Percentage
Bad	2	18%
Regular	7	64%
Good	2	18%
Excellent	0	0%
	11	100%

Source: FCE (Listening)

Developed by: Medina, E (2019)

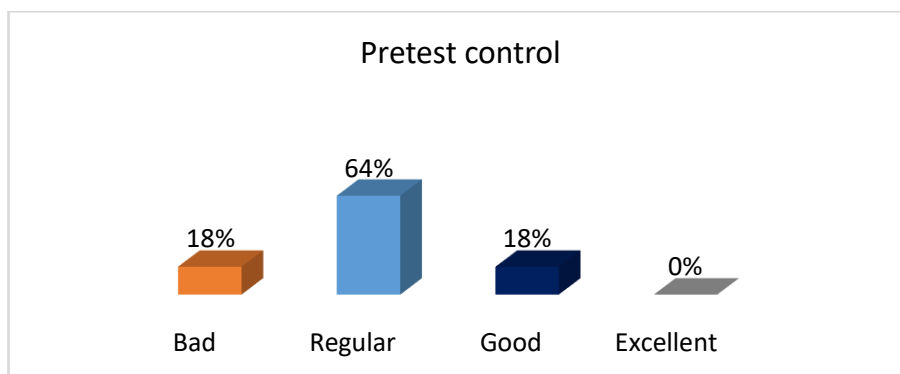


Figure 2 Control Group Pretest

Source: FCE (Listening)

Developed by: Medina, E (2019)

Analysis and Interpretation:

Seeing the information presented in Figure 2, it can be evidenced that the control group obtained a regular performance in a percentage of 64% regarding the listening ability, meanwhile 18% of the students presented a bad and good level. To end, 0% of students at excellent level were observed.

With the results, it is concluded that the majority of the eighth semester students, who formed the control group, had a regular level of development in the ability to listen, and also, there were comprehension difficulties.

At this point, it is necessary to highlight that the majority of the students of the experimental group presented a regular level of development regarding the ability to listen. A similar situation was observed in the control group, where great difficulties were also detected in that ability.

3.1.2 Posttest FCE (POST-TEST) Results

Table 3 Experimental Group Posttest

Indicators	Experimental Group	
	Frequency	Percentage
Bad	0	0%
Regular	4	36%
Good	6	55%
Excellent	1	9%
	11	100%

Source: FCE (Listening)

Developed by: Medina, E (2019)

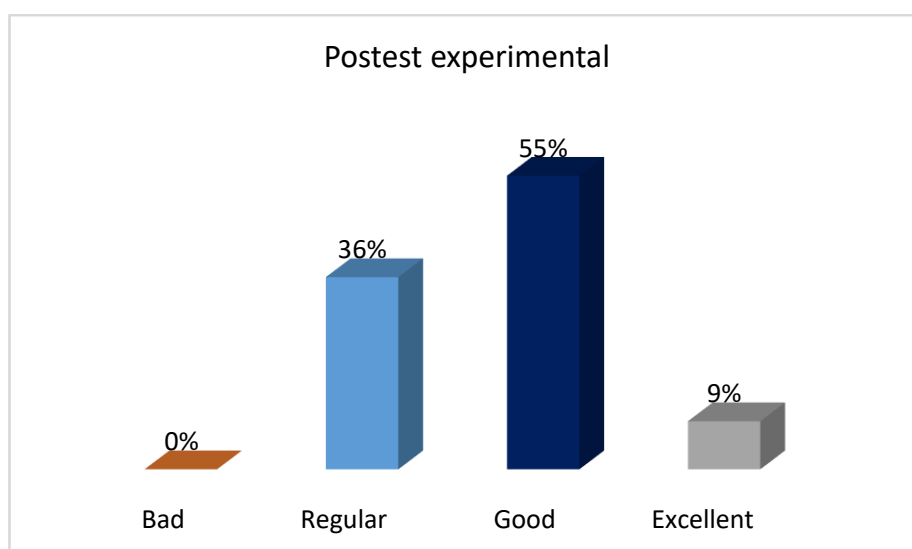


Figure 3 Experimental Group Posttest

Source: FCE (Listening)

Developed by: Medina, E (2019)

Analysis and Interpretation:

As shown in figure 3, the students of the eighth semester to whom the note taking strategy for the development of the ability to listen for 2 months was applied, achieved a good level with 55%, meanwhile a 36% achieved a regular level, but 9% reached an excellent level.

According to the exposed data, it is evident that the majority of students of the experimental group improved with respect to the development of their listening ability, after implementing the note taking strategy because they achieved higher scores in the final FCE and a progress regarding listening comprehension was evident.

Table 4 Control Group Posttest

Indicators	Control Group	
	Frequency	Percentage
Bad	1	9%
Regular	6	55%
Good	4	36%
Excellent	0	0%
	11	100%

Source: FCE (Listening)
 Developed by: Medina, E (2019)

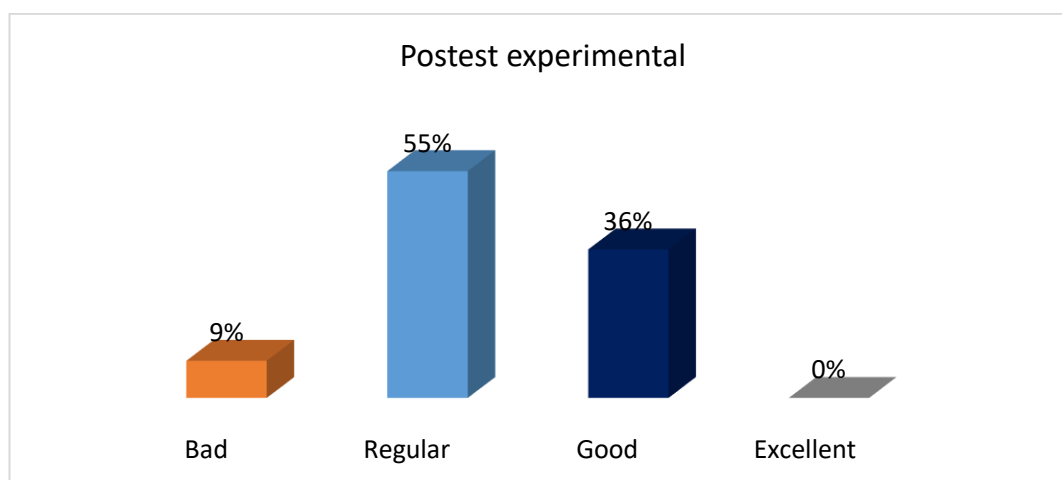


Figure 4 Control Group Posttest
 Source: FCE (Listening)
 Developed by: Medina, E (2019)

Analysis and Interpretation:

In figure 4, the result of the control group posttest can be observed, where it is evident that the majority of students, that is, 55% are at a regular level with respect to the ability to listen, 36% reached a good level , 9% bad, but 0% in excellent level.

Consequently, it can be affirmed that the majority of eighth semester students belonging to the control group who were not subjected to experimentation with the note taking strategy and continued with the pre-established curricular contents, achieved a level of regular development with respect to the listening ability because there are still difficulties in recognizing vocabulary, sentences comprehension, content and certain quick expressions.

3.1.3 Comparative analysis

Table 5 Group Comparison

Indicators	Experimental Group				Control Group			
	Initial		Final		Initial		Final	
Bad	2	18%	0	0%	2	18%	1	9%
Regular	8	73%	4	36%	7	64%	6	55%
Good	1	9%	6	55%	2	18%	4	36%
Excellent	0	0%	1	9%	0	0%	0	0%

Source: FCE (Listening)

Developed by: Medina, E (2019)

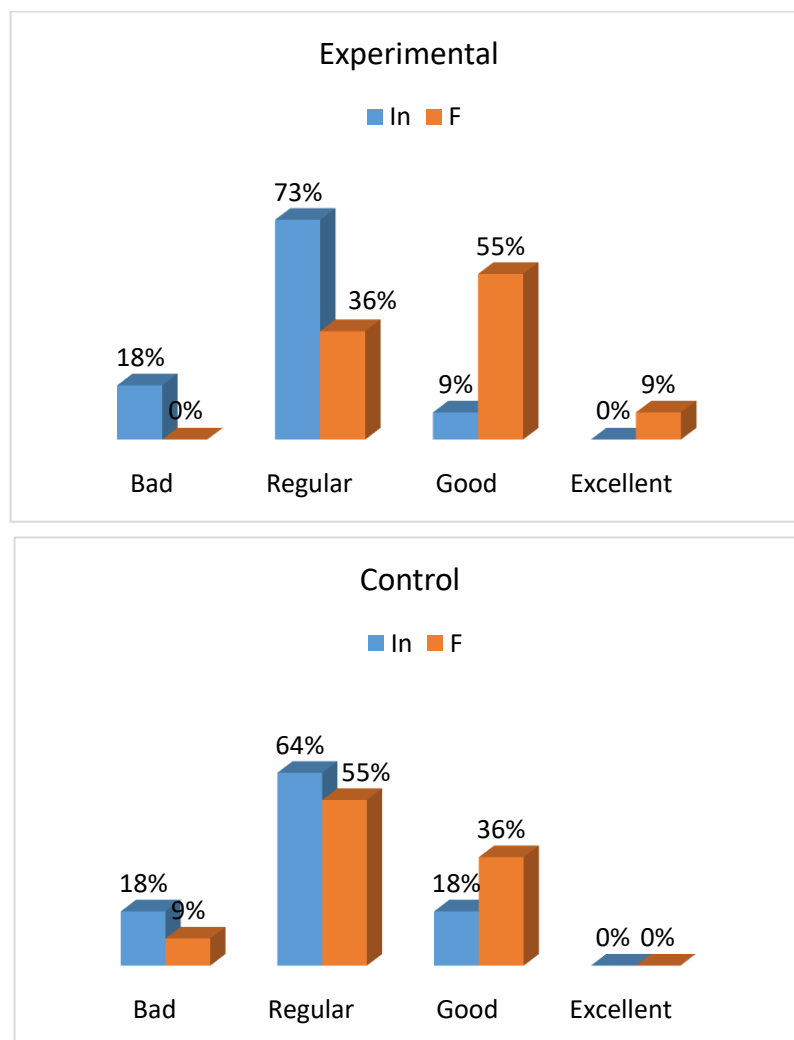


Figure 5 Group Comparison

Source: FCE (Listening)

Developed by: Medina, E (2019)

Analysis and interpretation:

As part of the objectives success, it was essential to carry out a comparative process between the experimental and control group in order to determine the relationship among the strategies of note taking and the skills of listening comprehension to demonstrate the effectiveness of the strategy raised.

In the experimental group, it was observed that the majority of students (73%), started with a regular level of performance with respect to the ability to listen, 18% with bad level and 9% at good level. But, after the application of the note taking strategy, the level of progress achieved by the students was evident. The posttest showed a reduction in the number of students in bad level going from 18% to 0%, as also in the regular level where it went from 73% to 36%. On the other hand, an increase in the percentage of students in good level occurred going from 9% to 55% and, finally, it is encouraging to find 9% of students with a level of excellence.

In the control group, it was observed that the majority of students (64%) started with a regular level with respect to listening ability, 18% obtained a bad level and, in equal proportion, the 18% at a good level. But, after the passage of two months, it was notable a reduction in the number of students in bad level, going from 18% to 9%. Similarly in the regular level reducing from 64% to 55%, also there was an increase of students at good level (from 18% to 36%), however, none student achieved excellence.

Therefore, it can be affirmed that the use of the note taking strategy had a positive impact on listening comprehension skills. After its application the students evolved with respect to the recognition of phrases, accents, contractions, new vocabulary and even improved the ability to make inferences about the information heard.

3.1.4 Discussion of results

In the current research, it was demonstrated that the note taking strategy is effective for the development of the listening comprehension in the students because it is based on complex cognitive processes that involve short-term memory, the comprehension of the topics discussed and the production. Likewise, it is considered that note taking favors learning not only when students review their grades, but also while doing this activity, as it facilitates the retention and connection generated by the student between different information segments. (Cartolani & Carlino, 2011).

The information presented is based on Chun (2011) statements that affirm that the note taking strategy promotes the process of learning and retention of information, due to the facilitating effect, and that the evocation derives from two general functions: coding and external storage. For the author, the note taking strategy favors learning because it activates attention mechanisms, cognitive processes of coding, integration, synthesis and transformation of information.

Similarly, Poorahmadi (2017) emphasizes that listening comprehension is a complex process that requires the support of transcendent strategies such as note taking that centers its effectiveness on increasing attention and concentration, encourages students to process the material more deeply and provides a means to connect new learning with prior knowledge.

3.2 Verification of hypotheses

H1: The note taking strategy favors the skills of listening comprehension in the students of The Language School at Technical University of Ambato.

The T-student statistical test was used to verify the hypothesis, because it is a type of deductive statistic that allows to determine the existence of significant differences between the means of two groups, the experimental and the control group. Considering it, the effectiveness of the presented purpose was established through the comparison of the results achieved by both groups of students.

Table 6 Verification of hypotheses

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Experimental group pre-test - Experimental group post-test	,81818	,40452	,12197	1,08994	,54642	6,708	10	,000

Source: FCE (Listening)

Developed by: Medina, E (2019)

As can be seen in table 6, the t-student value is less than 0.05 which represents the level of significance, for this reason the null hypothesis is rejected and the alternative hypothesis is accepted, that is: The note taking strategy favors the skills of listening comprehension in the students of The Language School at Technical University of Ambato.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

- The note-taking strategy is important in learning English language and especially in the listening ability because it allows the implementation of complex cognitive processes such as attention, evocation, cognitive processes of coding, integration, synthetization, allowing to select relevant information from what is heard. Then, organize and write it adequately to rehearse and research, facilitating the teaching-learning process.
- Throughout the field research (class observation), it was possible to identify that there is a lack of strategies for the development of the listening skill in students and teachers in the eighth semester. Although, there are activities to listen to featured words, discriminate sound, analyze pronunciation or complete specific information, they are not using productive techniques that allow feedback and reinforcement of the contents heard that support the learning process.
- It was determined that the use of the note-taking strategy favors the development of the listening ability in students of the eighth semester in the The Language School at the Technical University of Ambato because after its application, the majority of students evolved with respect to recognition of phrases, accents, contractions, new vocabulary and even the ability to make inferences about the information heard has been improved. Situation that is supported by the reduction of the number of students in bad level from 18% to 0%, as in the regular level where it went from 73% to 36%, likewise an increase in the percentage of students could be observed at a good level from 9% to 55% and finally, it was encouraging to find 9% of students with a level of excellence in the ability to listen.

RECOMMENDATIONS

- Language teachers should implement the use of note taking strategies in order to improve the development of the students' listening skills.
- It is important that students independently seek and apply strategies such as the Cornell method, the use of abbreviations and drawings and symbols, to support listening skills, because this is the basis of learning and development of other skills.
- It is suggested to teachers that when teaching, their class they look for different methods and effective tools that favor a greater interaction between the student and the content heard as the note-taking strategy.
- To be able to apply the strategy of taking notes, an instructional process is required by the teacher, where students can be instructed on the aspects to focus, about how to synthesize information, use of abbreviations, order-sequences and management of the notes for later activities.

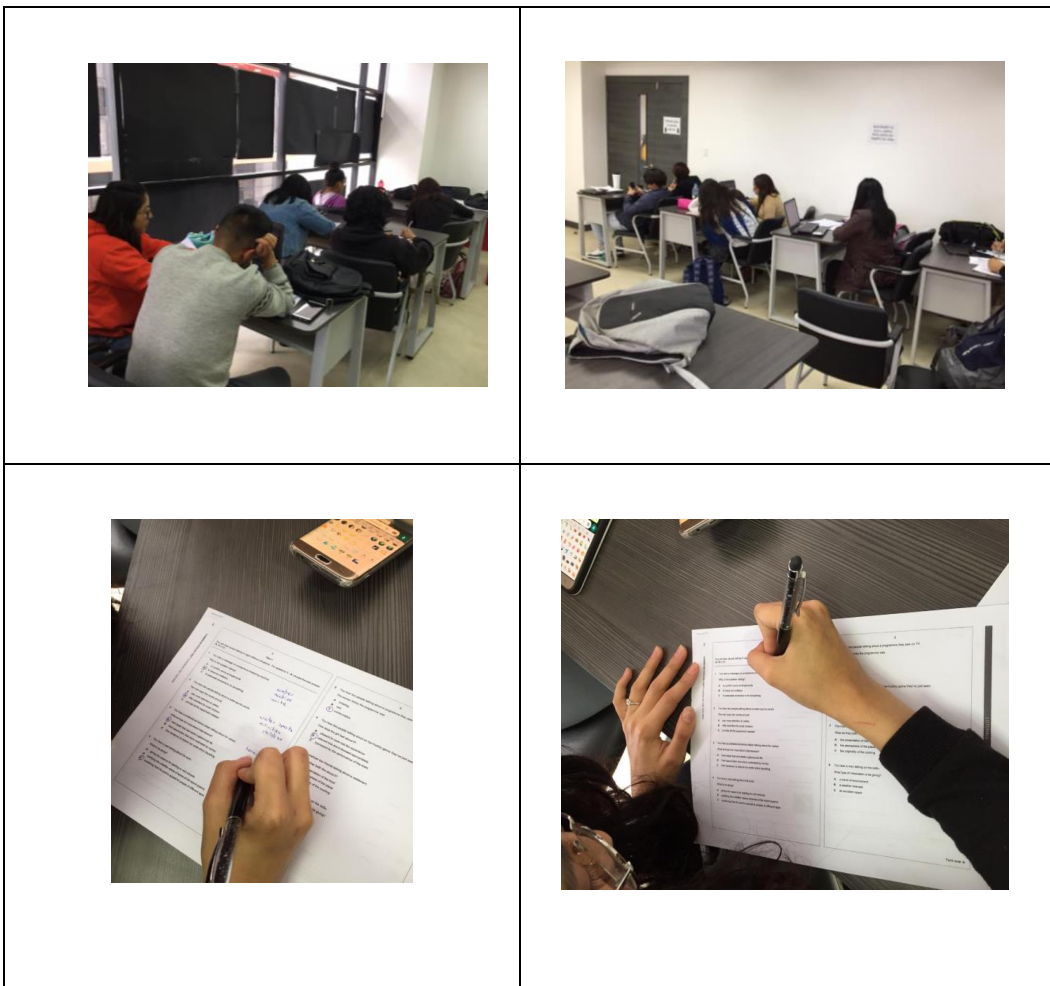
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ANNEXES

PHOTOGRAPHIC EVIDENCES



Reference: Field research- Technical University of Ambato

TEST FCE

FIRST CERTIFICATE IN ENGLISH

Listening

D251/03

SAMPLE TEST 1

Time Approximately 40 minutes (including 5 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Reference: Cambridge website: <https://www.cambridgeenglish.org/exams-and-tests/first/preparation/>

Part 1

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

- 1 You hear a message on a telephone answering machine.
Why is the speaker calling?
A to confirm some arrangements
B to issue an invitation
C to persuade someone to do something
- 2 You hear two people talking about a water-sports centre.
The man says the centre should
A pay more attention to safety.
B offer activities for small children.
C provide all the equipment needed.
- 3 You hear a professional tennis player talking about her career.
What annoys her most about interviewers?
A their belief that she leads a glamorous life
B their assumption that she's motivated by money
C their tendency to disturb her while she's travelling
- 4 You hear a poet talking about his work.
What is he doing?
A giving his reasons for starting to visit schools
B justifying the childlike nature of some of his recent poems
C explaining that his poems appeal to people of different ages
- 5 You hear two people talking about a programme they saw on TV.
The woman thinks the programme was
A irritating.
B sad.
C uninformative.
- 6 You hear two people talking about an ice-hockey game they've just seen.
How does the girl feel about it?
A pleased to have had the experience
B relieved that she'd dressed appropriately
C impressed by the performance of the team
- 7 You overhear two friends talking about a restaurant.
What do they both like about it?
A the presentation of the food
B the atmosphere of the place
C the originality of the cooking
- 8 You hear a man talking on the radio.
What type of information is he giving?
A a travel announcement
B a weather forecast
C an accident report

Part 2

You will hear a woman called Angela Thomas, who works for a wildlife organisation, talking about the spectacled bear.

For questions 9 – 18, complete the sentences with a word or short phrase.

Spectacled Bears



Angela says that it was the (9) of the spectacled bear that first interested her.

Angela mentions that the bear's markings can be found on its (10) as well as its eyes and cheeks.

Angela is pleased by evidence that spectacled bears have been seen in (11) areas of Argentina.

Angela says the bears usually live in (12) though they can also be found in other places.

Spectacled bears behave differently from other types of bear during (13), which Angela finds surprising.

Angela is upset that (14) are the biggest danger to spectacled bears.

Angela says that spectacled bears usually eat (15) and tree bark.

Bears climb trees and make a (16) which fascinated Angela.

When bears eat meat, they much prefer (17) although they do eat other creatures.

One man has produced an amusing (18) about the time he spent studying the bears.

Part 3

You will hear five short extracts in which people are talking about their visit to a city. For questions 19 – 23, choose from the list (A – H) what each speaker liked most about the city they visited. Use the letters only once. There are three extra letters which you do not need to use.

A the efficiency of the public transport system

B the natural beauty of the scenery

Speaker 1 19

C the variety of goods in the markets

Speaker 2 20

D the style of the architecture

Speaker 3 21

E the well-designed plan of the city

Speaker 4 22

F the helpfulness of the people

Speaker 5 23

G the range of leisure opportunities

H the standard of the accommodation

Part 4

You will hear part of a radio interview with a woman called Rachel Reed, who works in a commercial art gallery, a shop which sells works of art. For questions 24 – 30, choose the best answer (A, B or C).

- 24 What does Rachel say about her job title?
- A It makes her feel more important than she is.
 - B It gives people the wrong idea about her work.
 - C It is appropriate for most of the work she does.
- 25 What is the most common reason for the gallery not exhibiting an artist's work?
- A The subject matter is unsuitable.
 - B It is not of a high enough quality.
 - C The gallery manager doesn't like it.
- 26 When can phone calls from artists be difficult for Rachel?
- A when their work doesn't sell
 - B when they don't receive payments
 - C when their work is not accepted
- 27 Why does Rachel include a commentary in the catalogue?
- A It gives background information about the artist.
 - B It encourages people to buy paintings over the phone.
 - C It tells people what experts think of the work.
- 28 What does Rachel say about administrative work?
- A She is able to leave a lot of it to others.
 - B She would like to have an assistant to help with it.
 - C She finds it hard to get it all organised.
- 29 What is Rachel's role in the service the gallery offers to large companies?
- A making initial contacts
 - B responding to enquiries
 - C promoting a certain type of art
- 30 What does Rachel find most enjoyable about her job?
- A meeting interesting people
 - B the fact that it's unpredictable
 - C being close to works of art

LISTENING | SAMPLE PAPER 1

Answer key

Q Part 1	Q Part 2	Q Part 3	Q Part 4
1 B	9 (great) name	19 G	24 C
2 B	10 chest	20 B	25 B
3 A	11 northern	21 A	26 C
4 C	12 forests	22 H	27 A
5 C	13 (the) winter	23 F	28 A
6 A	14 (the/some) human(s)		29 A
7 A	15 berries		30 B
8 A	16 (a) platform		
	17 (small/little) mice		
	18 (funny) diary		

In Part 2, bracketed words/letters/characters do not have to appear in the answer.

POSTEST-FCE

SAMPLE TEST 2

Time Approximately 40 minutes (including 5 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Part 1

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

1 You hear a young man talking about his hobby of rock climbing.

How does he feel about it?

- A satisfied with his level of expertise
- B concerned about doing a dangerous sport
- C proud when he copes with difficult conditions

2 You hear a public announcement at a family theme park.

What does the announcement contain?

- A a change to a timetable
- B details of a new attraction
- C instructions about a location

3 You hear two people talking about a course they have attended.

What was the topic of the course?

- A book illustration
- B journalism
- C publishing

4 You hear two people talking about a film they have both seen.

What do they agree about?

- A The story wasn't very original.
- B Reviews of the film weren't accurate.
- C The message wasn't very positive.

- 5 You hear a man being interviewed about a new project he has set up in his home town.
What is the purpose of the project?
- A to reduce the amount of litter on a town's streets
 - B to increase the inhabitants' awareness of recycling
 - C to stop shopkeepers using plastic bags for customers' purchases
- 6 You hear a man talking on the radio about salespeople.
What does he say about them?
- A They take pride in forming good relationships with buyers.
 - B They keep one objective in mind at all times.
 - C They prefer people they think are easy to sell to.
- 7 You hear two friends talking about a student website.
What do they agree about it?
- A It is visually attractive.
 - B It has a lot of useful advertisements.
 - C It is easy to navigate round.
- 8 You hear a chef talking about taking part in a cookery competition.
What did he find surprising?
- A how nervous he felt
 - B how rushed he felt
 - C how tired he felt

Part 2

You will hear a man called Chris Graham talking to a group of students about a vacation job he had in Australia.

For questions 9 – 18, complete the sentences with a word or short phrase.

My Vacation Job in Australia

Chris thinks the best place to find a job like he had is the (9)

Chris is studying (10) at university.

For most of the time he was working for the travel company, Chris lived in a (11) outside of the town.

Chris was often asked to go to a (12) at the weekend.

In the mornings, Chris had to drive tourists to see the (13) in the desert.

Many of the tourists were unaware of the need to keep their (14) covered up when they were in the sun.

The tourists particularly wanted to know how to tell the difference between the (15) of the wild animals.

In the afternoons, the tourists were able to see some (16) that had more than one use.

Chris says that the local government would like to have a larger (17) to attract tourists.

Chris advises other students to send off their job application forms in the month of (18) at the latest.

Part 3

You will hear five short extracts in which people are talking about happiness. For questions 19 – 23, choose from the list (A – H) what each person says happiness means to them. Use the letters only once. There are three extra letters which you do not need to use.

-
- A Having a happy personality allows you to cope effectively with problems.
- B Happiness comes from having someone special to share your thoughts with. Speaker 1

	19
--	----
- C Happiness is all about the experience of overcoming problems. Speaker 2

	20
--	----
- D Happiness is a short escape from everyday routine. Speaker 3

	21
--	----
- E True happiness lies in making others happy. Speaker 4

	22
--	----
- F Older people are less happy than younger ones. Speaker 5

	23
--	----
- G Happiness is being thankful for what you have.
- H Happiness comes from achieving your goals.

Part 4

You will hear part of a radio interview with an author called Mickey Smith, who is talking about becoming excellent at sport. For questions 24 – 30, choose the best answer (A, B or C).

-
- 24 When asked about his theory on talent, Mickey says that
- A he is doing further research with other people.
 - B he realises some people disagree with him.
 - C he has not yet fully proved his ideas.
- 25 Mickey believes that outstanding football players
- A have better levels of concentration than other players.
 - B are aware of the positions of other players on the pitch.
 - C are faster runners than other players.
- 26 How did Mickey feel when he first became successful at gymnastics?
- A convinced he had a natural aptitude for the sport
 - B conscious that others in his area didn't have the same chances
 - C lucky to have had one of the best training routines
- 27 Mickey says that the motivation to continue training for long periods of time
- A develops at an early age in people who become experts.
 - B depends on your personal attitude towards success.
 - C does not come naturally to most people.
- 28 Mickey says that coaches working with young people need to understand that
- A children and adults have different thought processes.
 - B young people have a built-in drive to succeed in areas like sport.
 - C it is important to focus on mental rather than physical techniques.

- 29 Mickey says that many people who play sport don't bother to try hard because
- A they feel incapable of reaching the same levels as sports stars.
 - B they don't have time to put in the necessary effort.
 - C they are not confident in their ability to deal with success.
- 30 According to Mickey, what can cause some sports people to fail at important events?
- A They haven't trained enough.
 - B They are inexperienced at dealing with pressure.
 - C They can become too aware of their actions.

LISTENING | SAMPLE PAPER 2

Answer key

Q Part 1	Q Part 2	Q Part 3	Q Part 4
1 C	9 internet	19 D	24 B
2 A	10 history	20 H	25 B
3 C	11 caravan	21 A	26 A
4 B	12 party	22 G	27 B
5 C	13 sun(-)rise	23 C	28 C
6 B	14 shoulders		29 A
7 A	15 tracks		30 C
8 C	16 plants		
	17 airport		
	18 January		

In Part 2, bracketed words/letters/characters do not have to appear in the answer.



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD

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Ambato-Ecuador

Ambato 30 septiembre 2019
Res. N° FCHE-CD-2639-2019

Señores/as
Medina Hurtado Ericka Nataly
Estudiante de la Carrera de Idiomas, Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
Presente

De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 septiembre de 2019, en atención al informe favorable de los profesores evaluadores Mg. Xavier Sulca Y Mg. Galo Rizzo, sobre el tema: "NOTE TAKING STRATEGIES AND LISTENING SKILL" por usted propuesto resuelve:

DESIGNAR A LA DOCENTE MG. VERÓNICA CHICAIZA COMO TUTOR DE LA PROPUESTA DEL PERFIL DEL TRABAJO DE TITULACION QUIÉN OBLIGATORIAMENTE REALIZARÁ EL REFERIDO PROCESO EN CONFORMIDAD LO ESTABLECE EL ART.15 DEL REGLAMENTO PARA LA OBTENCIÓN DEL TÍTULO DE TERCER NIVEL DE GRADO DICE: " El tiempo para el desarrollo del trabajo de Titulación.- El estudiante deberá asistir a las tutorías planificadas conjuntamente con el tutor para el desarrollo del trabajo de titulación, concluir y aprobar la opción de titulación escogida en el periodo académico de culminación de estudios (es decir aquel en el que el estudiante se matriculó en todas las actividades académicas que requiera aprobar para concluir su carrera o programa) si el estudiante concluye con el trabajo de titulación podrá presentarlo en cualquier momento de ciclo académico destinado a la titulación. Se entenderá que el estudiante concluye y aprueba el trabajo de titulación únicamente cuando haya realizado la sustentación de este. Para tal efecto el estudiante podrá entregar su trabajo final (informe final del trabajo de titulación) 45 días antes de la culminación del ciclo académico destinado a la titulación o a las prórrogas respectivas.

Además se deberá tomar en cuenta lo determinado en el Reglamento de Régimen Académico vigente y Normativa Legal aplicable

para el efecto:
SE RECOMIENDA QUE EN LA EJECUCIÓN DEL TRABAJO DE TITULACIÓN SE TOMA EN CUENTA LA REDACCIÓN, ORTOGRAFIA Y EL NOMBRE CORRECTO DE LA CARRERA

Atentamente,


Dr. Mg. Víctor Hernández del Salto
PRESIDENTE



CC: DIRECTOR DE PROYECTO Adj: Proyecto
SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL
ARCHIVO NUMERICO CONSEJO DIRECTIVO
CARPETA: GRADOS PROYECTOS

VHS/CVD/SES

Urkund Analysis Result

Analysed Document: MedinaNataly_NoteTakingStrategies_Final.pdf (D62287353)
Submitted: 1/13/2020 3:16:00 PM
Submitted By: naty.medina.eh@gmail.com
Significance: 6 %

Sources included in the report:

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https://www.researchgate.net/publication/42386272_The_Impact_of_Note-taking_Strategies_on_Listening_Comprehension_of_EFL_Learners

Instances where selected sources appear:

14