



NOTE TAKING STRATEGIES AND LISTENING COMPREHENSION OF STUDENTS OF THE COLLEGE OF EDUCATION

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ABSTRACT: Cornell method has been and remains one of the most popular note-taking strategies amongst students today. The note taking skills of the respondents would measure their listening comprehension. Listening is an important part of the oral communication process and is an important skill for students especially among college students who are mostly taught through the lecture method. This research study was conducted to determine the Note taking Strategies and Listening Comprehension of the students of the College of Teacher Education. This study was guided by the lone hypothesis that there is no significant difference in the respondents' listening comprehension in English when grouped according to the note-taking strategies they usually use in their English subject. This study utilized the descriptive correlational design where the listening comprehension and the note taking skills of the respondents were separately described and shown its relationship. The data that were gathered were treated utilizing the frequency and percentage distribution and the mean, Anova. The findings of this study have led to the conclusion that the respondents are still weak in listening to vocabulary items while performed well in noting details and prefer to take down notes in terms of the definition of terms. It is further concluded that their listening comprehension improves when they take down notes of details and vocabulary items. In view of the findings of this study, it is highly recommended that teachers should utilize different strategies in helping students improve their performance in listening to vocabulary items and encourage them to take down notes to details especially in their English classes. Further, students centered activities should be integrated as one of the major strategies in English courses to facilitate the enhancement of this weakness on the part of the students.

KEYWORDS: note-taking, comprehension, listening skills, oral communication process, vocabulary skills

INTRODUCTION

Note-taking, according to Rafoth, Leal and Defado (1993), is a two-step process where the students must listen to the information and write down this information in an organized



manner. The note taking skills of the respondents would measure their listening comprehension

Note-taking is significant for the students with learning disabilities. First, it allows for active engagement during lectures. Reviewing some previous studies (Di Vesta and Gray 1972: Pepper and Mayor 1986; Ruhl and Sirutsky1995), Weishaar and Boyle 1999) report that the students with learning disabilities are often “passive” learners and taking notes actively engages the student in the learning process, thus improving comprehension. Second, note taking encourages clarification of confusing information and aids encoding during long term storage. Third, there is appositive correlation between the amounts of notes taken in the test scores, that is, comprehension.

Cornell method has been and remains one of the most popular note-taking strategies amongst students today. The first technique is diagram. You simply divide up your notes into three sections. The right column is home to the general area. This is where you keep your most important ideas that the teacher has covered during class. It is important that you try to summarize as much as possible and to be smart when taking notes. The left area serves to compliment the general area. The writing notes in the margins helps us understand and relate each part of our notes. This section may develop during the class itself or at the end of it. The last section labelled' summary should be left blank during class as it is intended for use when you are reviewing/ studying the class notes. Second, Split Page Method. The idea is that you divide the page vertically into two sections a main idea and secondary idea. The idea is that while you are taking notes you are organizing everything simultaneously. This method may require some adjustment at first but in the long run it will help you to better optimize your study type when using your notes. Yagang (1998).

Al Ashkar (2014) in his research entitled the influence of Note Taking Strategy on improving students' academic achievements from English TEFL majors' perspective at an-najah National University. The study showed that there is positive influence of note-taking strategy on improving students' academic achievement from English and TEFL majors' perspective in the said university. There were significant differences at the level 0.05 in the students' gender in the first, and fourth domains in favor of males in the first domain, but in



favor of females in the fourth domain. There were also statistically significant differences in the students' perspectives due to the students' faculty in favor of TEFL majors.

Studies show that people may forget 50% of lecture within 24 hours, 80% in two weeks and 95% within one month if they do not take notes. There are some educators (Kobayashi, 2005; Badger, 2001; Foos et al., 1994; Dunkel and Davy, 1989; Kiewra and Bccenton, 1988; Di Vesta and Gray, 1973 quoting from Crawford, 1925b) who believe that lecture notes positively affect recall, the process of learning and retaining the information, academic success and higher grades.

In this regard, Peverly et al. (2007) explained that the act of note taking itself creates a multiple task situation including memory, comprehension, and writing that divides the cognitive resources and thus may affect the cognition that should be devoted only to comprehension or the higher order cognitive processes. Hence, the cognitive processes might be disturbed by the actions of writing quickly. Carell et al. (2002) stated that the facilitative effect of note-taking is thought to be derived from one or both of its functions; encoding and external storage of the content that is recorded. They stated that engagement through note taking facilitates learning, and that those who take notes are more likely to elaborate on the material. During note taking, people engage in greater mental organization which leads to improved memory and comprehension. Thus, the act of note-taking alone may improve recall and understanding over conditions when no notes are taken.

Note-taking is significant for the students with learning disabilities. First, it allows for active engagement during lectures. Reviewing some previous studies (Di Vesta and Gray 1972; Pepper and Mayor 1986; Ruhl and Sirutsky 1995), Weishaar and Boyle 1999) report that the students with learning disabilities are often "passive" learners and taking notes actively engages the student in the learning process, thus improving comprehension. Second, note taking encourages clarification of confusing information and aids encoding during long term storage. Third, there is a positive correlation between the amounts of notes taken in the test scores, that is, comprehension.

Listening paves the way for other skills to tower over the others because of its significance in terms of speech, confidence and freedom of expression (Adolfo, 2012). It is Note-taking as Stefanou, Hoffman & Vielce (2008) found, when used as a mechanical strategy for copying verbal information may interfere with the attention necessary for integrating knowledge.



They found that the amount of directly copied information was a negative predictor on a factual information quiz. In other words, the more the students copied directly from what they heard or read, the poorer their performance was on factual questions.

They added that whether note taking is beneficial or not may depend on the approach of writing notes, they perform better on questions that ask them to apply knowledge than students who either copy more or omit more words.

Listening is an important part of the oral communication process and is an important skill for students especially among college students who are mostly taught through the lecture method. According to Dick Lee and Delmar Hatesohl (2004), many of the students spend 70 to 80 % of their waking hours in some form of communication. Of these times, they spend about 9% in writing, 16% in reading, 30% in speaking and 45 % in listening. A study also confirmed that in academic settings, although a variety of different of instructional media have been available to teachers for years, academic lectures have been the principal model of learning at universities, particularly at the undergraduate level QianXie (2002).

Listening paves the wave for other skills to tower over the others because of its significance in terms of speech, confabs and freedom of expression (Adolfo, 2012). It is one of the processes in learning English language to produce good write-ups and speeches. Hunsaker, as cited in Sur, Dilci, Coskun and Delican, (2013) say that as a comprehension skill with listening provides people with the greatest amount of input during the process of language acquisition and development. When a student feels that they are being listened to, they will feel inclined to form a relationship with the listener. Listening aids the students understanding the lesson. Cross, (1998) says that without appropriate understanding input, learning simply cannot get any improvement.

Listening plays an important role in second language instruction for several reasons. If the students cannot hear and understand well the lecture or any of their listening skills, perhaps they will not pass their listening exercises or exams (Rost, 1994). Listening is a process of receiving what the speaker usually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy (Vandergrift, 2002).

Listening as well as note- taking are areas often reported by English language learners as being difficult (Hayati and Jalilifar, 2009). But previous research has demonstrated the



potential benefit of note-taking during listening to lectures. Carell, Damhel and Mollaun, (2004). Moreover, the relationship and lecture comprehension is relevant for assessment as well as instruction. Note-taking also develops the listening comprehension skills and writing skills of the learners particularly in the use of definition, use of content words and use of diagrams.

In the process of listening, the integration of note taking strategies is undeniably acknowledged. Note taking strategies are critical in secondary school and college settings. Effective listening, clear hand writing and organized outlines. Students can often work with guidance counselors or certain instructors to improve skills. Skilled note taking enhances academic success (Neil Kokemullen, 2016). In one of the first investigations of the relationship between Second Language (L2) learners' note taking and listening comprehension. Chaudron, Cook, and Loschky (1988) investigated the effect on comprehension tests of the availability of notes taken during lecture listening. The impact of note taking while listening to a native language or academic material indicates that having the notes available while answering test items is the most beneficial aspect of note taking not the act of taking notes alone (Dunkel, 1989).

Research further says that it should be noted that the learner's perception of their listening problem and strategies can affect their comprehension both positively and negatively. According to Yagang (1994), the problems in listening were accompanied with the following four factors: the message, the speaker, the listener, and the physical setting. Problems were believed to have been caused by the speech, vocabulary and pronunciation (Hyggins, 1995). Flower dew and Miller (1996) assumed that the problems of the students include the speed of the delivery, new terminology and concept, difficulty in focusing and the physical environment. Most of the students cannot get the correct terminology because of their listening difficulties which in the end may affect their writing and speaking performances.

STATEMENT OF THE PROBLEM

This research study was conducted to determine the Note taking Strategies and Listening Comprehension of the students of the College of Teacher Education

Specifically, it sought to answer the following questions:



1. What is the note-taking strategies usually used by the respondents in their English subjects?
2. What is the listening comprehension of the respondents in English in terms of:
 - 2.1 Noting Details
 - 2.2 Vocabulary Building
 - 2.3 Language Structure
3. Is there a significant difference between the listening comprehensions of the respondents in English when grouped according to the note-taking strategies they usually use in their English subjects?

RESEARCH HYPOTHESIS

This study was guided by the lone hypothesis that there is no significant difference in the respondents' listening comprehension in English when grouped according to the note-taking strategies they usually use in their English subject

RESEARCH DESIGN

This study utilized the descriptive correlational design where the listening comprehension and the note taking skills of the respondents were separately described and shown its relationship.

RESEARCH INSTRUMENTS

Students' Notes - These are the notes taken by the respondents while listening to a poem, newscast and story. These notes were analyzed by the researchers and were related to their performance in their listening test according to the three note-taking strategies such as Use of Definition, Use of Content Words and Use of Diagram.

Listening Test - This is a forty-five item multiple choice test consisting of listening to a poem entitled "The Passionate Shepherd to His Love", listening to a newscast and listening to a story entitled "God Sees the Truth But Waits". The listening test contains noting details, vocabulary building and language structure used to assess the listening comprehension of the respondents.

STATISTICAL TREATMENT

The data that were gathered were treated utilizing the frequency and percentage distribution and the mean, Anova.



Arbitrary Scale	Adjectival Value
13-15	Excellent
10-12	Very Good
7-9	Good
4-6	Fair

RESULTS AND DISCUSSIONS

Table 1: Frequency and Percentage Distribution of the Respondents in Listening Comprehension in terms of Note Taking Details

Score	Frequency	Percentage
13-15	16	26.7
10-12	25	41.7
7-9	19	31.7
Total	60	100
Mean = 10.57 (Very Good)		

Table 1 showed the listening comprehension in English of the respondents particularly in noting details. As reflected in the data, the respondents are very good with a mean score of 10.57. The data further showed that most of the respondents or 41.7 percent had scores of 10-12 which is described as very good. Their highest score is within the range of 13-15 which is described as excellent and their lowest is 4-6 which is described as fair. The data imply that the respondents are still encouraged to learn and practice noting details during lectures in order to help them improve their listening skills in their English subjects.

Table 2: Frequency and Percentage Distribution of the Respondents in English in terms of Vocabulary Building Score

Score	Frequency	Percentage
13-15	9	15.0
10-12	23	38.3
7-9	22	36.7
4-6	6	10.0
Total	60	100
Mean = 9.72 (Good)		



Table 2 showed the listening comprehension of the respondents in English in terms of vocabulary building. Results of the study revealed that their listening comprehension in vocabulary building is good with a mean score of 9.72. It further showed that most of the respondents or 38.3 percent scored ranges from 10-12 which is described as very good and data also showed that their highest score is ranges from 13-15 which is described as excellent while their lowest is 4-6 which is described as fair. These findings imply that the respondents are encouraged to listen more to vocabulary items and use them in their speaking and writing activities in order to help them improve their listening skills in their English subjects.

Table 3: Frequency and Percentage Distribution of the Respondents in English in terms of Language Structure

Score	Frequency	Percentage
13-15	13	21.7
10-12	26	43.3
7-9	19	31.7
4-6	2	3.3
Total	60	
Mean = 10.50(Very Good)		

Table 3 showed the listening comprehension of the respondents in English in terms of language structure. As shown from the table, the listening comprehension in English of the respondents particularly in language structure is very good with a mean score of 10.50. The data imply that the respondents are very particular and aware of the different language structure as part of their lesson.

Table 4. Summary of the Item Mean on the Listening Comprehension Level of the Respondents When Grouped According the Mean Performance in the Different Types of Listening Test

Listening Skills	Mean	Descriptive Title
Nothing Details	10.57	Very Good
Vocabulary Building	9.72	Good
Language Structure	10.50	Very good
Overall Mean	10.26	Very Good



Table 4 showed the overall listening comprehension level of the respondents when grouped according to their mean performance. As shown from the results, the mean rating of the respondents is very good with an overall mean score of 10.26. Further, the results also revealed that the respondents are only in terms of their vocabulary building which imply that additional assistance or enhancement are needed to improve this skills of the students.

Table 5. Test of Difference on the level of Listening Comprehension of the Respondents When Grouped According to their Note taking Strategies

Skill	Mean		Sum of square	Df	Mean	f-Value	Probability Value At 5% Significance level	Decision
Nothing details								
-Use of definition	11.75	Between	45.033	2	22.517			
-Use of Diagram	-10.25	Groups	237.700	57	4.135	4.445	0.007	Significant
-Use of content word	-9.70	Within						
		Groups	280.733	59				
		Total						
Vocabulary								
Building		Between	33.233	2	16.617			
-Use of definition	-10.70	Groups	274.950	57	4.824	3.445	0.039	Significant
-Use of Diagram	-9.55	Within						
-Use of content word	-8.90	Groups	308.183	59				
		Total						
Language								
Structure								
Building		Between	24.700	2	12.350			
-Use of definition	-11.20	Groups	290.300	57	5.039	2.425	0.098	Not-Significant
-Use of Diagram	-10.65	Within						
-Use of content word	-9.65	Groups	315.000	59				
		Total						



Table 5 showed the test of difference on the listening comprehension levelsof respondents when grouped according to their note-taking strategies. Findings revealedthat there is a significant difference in the listening performances of the respondents when grouped according to their note taking strategies especially when they listen to details and to vocabulary items.

CONCLUSIONS

The findings of this study have led to the conclusion that the respondents are still weak in listening to *vocabulary items* while performed well in *noting details* and prefer to take down notes in terms of the *definition of terms*. It is further concluded that their listening comprehension improves when they take down notes of details and vocabulary items.

RECOMMENDATION

In view of the findings of this study, it is highly recommended that teachers should utilize different strategies in helping students improve their performance in listening to vocabulary items and encourage them to takedown notes to details especially in their English classes. Further, students centered activities should be integrated as one of the major strategies in English courses to facilitate the enhancement of this weakness on the part of the students.

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