

MINISTRY OF INDUSTRY AND TRADE
HANOI UNIVERSITY OF INDUSTRY



TRẦN THÙY LINH

**ENHANCING LISTENING SKILLS FOR SECOND-YEAR
ENGLISH MAJOR STUDENTS: A STUDY ON NOTE-TAKING
TECHNIQUES**

MASTER THESIS IN ENGLISH LINGUISTIC

HANOI, 2024

**MINISTRY OF INDUSTRY AND TRADE
HANOI UNIVERSITY OF INDUSTRY**



TRẦN THÙY LINH

**ENHANCING LISTENING SKILLS FOR
SECOND-YEAR ENGLISH MAJOR STUDENTS: A STUDY ON
NOTE-TAKING TECHNIQUES**

Major: English Linguistics

Code: 8220201

MASTER THESIS IN ENGLISH LINGUISTICS

SUPERVISOR : Dr. Le Mai Van

Hanoi – 2024

DECLARATION BY THE AUTHOR

I, the undersigned, affirm that I am the exclusive author of this thesis.

To the best of my understanding, this thesis does not contain any content previously published by any other individual, except where proper acknowledgment has been provided.

Date:

Name:

Signature:

ACKNOWLEDGEMENTS

I express everlasting gratitude to those who motivated and supported me throughout the research process.

Firstly, I am appreciative of the administrators at Ministry Of Industry And Trade, Hanoi University Of Industry for granting approval for the study.

Secondly, I would like to sincerely thank Dr. Le Mai Van, my research supervisor, for allowing me the chance to do research and for her essential advice during this process. I have been greatly inspired by her dynamism, vision, genuineness, and motivation. She has taught me how to conduct research and how to present the research work as clearly as possible. Being able to work and study under her direction was a huge honor. I am incredibly appreciative of everything she has done for me. She has a terrific sense of humor, empathy, and friendship, for which I am very grateful.

Thirdly, I genuinely acknowledge second-year English major students and teachers who willingly participated in my study.

Lastly, I am incredibly grateful for my parents' love, guidance, and sacrifices since they have given me the education I need for the future. I am extremely thankful of my friends and colleagues for their love, patience, and support in helping me finish this research project.

Table of contents

DECLARATION BY THE AUTHOR.....	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF ABBREVIATIONS.....	x
ABSTRACT.....	xi
CHAPTER 1: INTRODUCTION.....	1
1.1. Rationale for the study	1
1.2. Aims and objectives of the study	3
1.3. Research questions.....	3
1.4. Scope of the study	4
1.5. Significance of the study.....	5
CHAPTER 2: LITERATURE REVIEW.....	7
2.1. English listening skills	7
2.1.1. Definition of listening skills.....	7
2.1.2. Difficulties and challenges learners face when learning English listening skills	9
2.2. Note-taking techniques	12
2.2.1. Definitions of note-taking techniques	12
2.2.2. Types of note-taking techniques	14
2.2.3. Role and challenges of note-taking techniques.....	15

2.3. Review of previous studies	20
2.4. Summary	27
CHAPTER 3: RESEARCH METHODOLOGY	28
3.1. Research design.....	28
3.2. Research setting and participants	30
3.2.1. Research setting.....	30
3.2.2. Research participants.....	30
3.3. Data collection instruments.....	32
3.3.1. Survey questionnaires	32
3.3.2. Interview	34
3.4. Data collection procedures.....	35
3.4.1. Self-report surveys	35
3.4.2. Interview.....	36
3.5. Data analysis method	38
3.6. Summary	39
CHAPTER 4: FINDINGS & DISCUSSION.....	40
4.1. Benefits of note-taking techniques.....	40
4.1.1. Benefits of note-taking techniques via students' perspectives	40
4.1.2. Benefits of note-taking techniques via teachers' perspectives	51
4.2. Challenges of note-taking techniques	56

4.2.1. Challenges of note-taking techniques via students' perspectives	56
4.2.2. Challenges of note-taking techniques via teachers' perspectives	61
4.3. Discussion	64
4.4. Summary	67
CHAPTER 5: CONCLUSION	68
5.1. Recapitulation	68
5.2. Pedagogical recommendations	68
5.3. Limitations and suggestions for future research	70
REFERENCES	71
APPENDICES	82

LIST OF FIGURES

Figure 4.1. The importance of the note-taking in listening classes	40
Figure 4.2. Better remembrance of information	41
Figure 4.3. Understanding the information from the audio	43
Figure 4.4. The ability to answer the questions compared to not being able to take notes.....	44
Figure 4.5. Getting better grades.....	45
Figure 4.6. Getting more success in listening courses	46
Figure 4.7. Gaining more knowledge on the subject matter	47
Figure 4.8. Gaining information from the audio better.....	48
Figure 4.9. Remembering the information from the audio	49
Figure 4.10. Analyzing the information.....	50
Figure 4.11. Answering the question better	51
Figure 4.12. Impact on students' concentration.....	57
Figure 4.13. Hindrance of giving the answers	58
Figure 4.14. Hindrance of information analysis from the audio.....	59
Figure 4.15. Distraction from paying attention to the information from the audio	60
Figure 4. 16. Confusion of understanding the information from the audio	61

LIST OF TABLES

Table 2.1. Data collection instruments correspond with two research questions.....4

LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ESL	English as a Second Language
MMR	Mix-Method Research
BL	Blended Learning
L1	Native language
L2	Foreign language

ABSTRACT

Listening plays a crucial role in daily communication as a fundamental English skill. Obviously, in listening lessons, academic listening tasks necessitate students to employ practical and efficient listening strategies to enhance their listening competency. Using note-taking techniques to promote students' listening ability has been paid much attention these days. There has been some research conducted in this field dealing with students' views or teachers' views on the effectiveness of this listening technique. However, there have been few studies on how teachers perceive and how students experience note-taking techniques, especially at tertiary level in Vietnam. In order to occupy this research space, this study explores teachers' perceptions and students' perceptions of note-taking techniques in a Vietnamese higher education context. With the aim of exploring teachers' and students' perspectives of note-taking techniques in listening classes, this mix-method research was conducted in a public university in Vietnam with four English as foreign language (EFL) teachers and 100 second-year English major students as the research participants. Data were collected from semi-structured interviews with EFL teachers and survey questionnaires with second-year English major students. Findings show strong support of both teachers and students for this listening technique as it could facilitate students to remember and understand the information of the listening texts better, thus developing students' listening ability. Research results also explore the challenges of note-taking technique that might affect the effectiveness of note-taking technique in listening tasks. Understanding the difficulties and the underpinning reasons may potentially

improve the effectiveness of note-taking techniques and thus improving students' listening proficiency.

CHAPTER 1: INTRODUCTION

1.1. Rationale for the study

As a comprehension skill, listening constitutes a pivotal yet often underestimated facet of language proficiency. The ability to comprehend spoken language is integral not only to academic achievements but also to effective communication in a broader context. Learning listening skills is crucial for effective communication, language acquisition, academic success, and personal growth. Listening is “a bridge to learn a language” (Nation & Jonathan, 2009, p.38). It enhances critical thinking, fosters empathy, and is indispensable in both professional and personal interactions. Listening is a complex process of interpretation in which listeners compare what they hear with their existing knowledge (Rost, 2002). During the act of listening, learners acquire knowledge and subsequently retrieve it from memory as needed. Listening is not solely about acquiring spoken language. Instead, it is a complex cognitive process in which learners rely on their linguistic and non-linguistic knowledge to comprehend the intended meaning of the communication. It is essential for learners to acquire fundamental language knowledge, including grammar, vocabulary, pronunciation, and other linguistic elements. Obviously, if the learners do not understand the input relevantly, their learning outcomes cannot be developed. Note-taking is one of various listening techniques which are applied to address this issue.

Note-taking is an advantageous technique that enables learners to document significant knowledge for future use. Various advantages of note-taking in the process have been confirmed as it helped learners to enhance their listening

comprehension, assists them to develop their listening competence and learning motivation as well. “A good reason to take notes is that you can never re-listen to speech or a presentation” (Hayati, 2009 p.101). In other words, note-taking is used “to avoid the absence of content information” (Khair, 2018 p.57). Note-taking is regarded as a crucial skill for pursuing academic education. However, the act of taking notes while listening is a significant challenge for English learners as it has the potential to divert students' attention from the listening process and necessitates the completion of additional tasks.

Along with the importance and necessity of note-taking techniques in listening comprehension, it is worth exploring teachers' and students' perceptions toward note-taking techniques and how these influence the effectiveness of note-taking techniques implementation in listening classrooms. Understanding how teachers and students perceive note-taking techniques is of great importance to enhance teaching and learning quality, especially promote learners' listening competency. Several studies have examined the perceptions of teachers and students in ESL and EFL situations regarding note-taking strategies, however, limited research on this topic has been conducted in the context of teaching and learning English in Vietnam, especially in Vietnamese higher education. By gathering insights from both lecturers and students regarding their perspectives, this study seeks to bridge the pedagogical gap that often exists in listening instruction and provide educators with evidence-based insights that can inform and enhance their teaching practices. Ultimately, through its exploration of note-taking techniques to enhance listening skills, the purpose of this project is to advance the broader discourse on language pedagogy, offering a comprehensive

understanding of how best to nurture this critical aspect of language acquisition and facilitate students' holistic linguistic development.

1.2. Aims and objectives of the study

The primary aim of this thesis is to comprehensively explore and analyze note-taking techniques to enhance the listening skills of second-year English major students at Hanoi University of Industry. By investigating both teacher and student perspectives, experiences and expectations of this listening technique, this study seeks to provide a deep understanding of effective pedagogical approaches for improving listening proficiency, contributing to the advancement of language education strategies.

This overall aim was specified into the following objectives:

- (1) To explore EFL teachers' perceptions towards the use of note-taking techniques in listening classes.
- (2) To explore second-year English major students' perceptions towards the use of note-taking techniques in listening classes.

1.3. Research questions

In an attempt to achieve the aims and objectives of the study stated above, the following research questions are addressed:

- (1) What are teachers' perspectives towards note-taking techniques in the improvement of students' listening skills?
- (2) What are students' perspectives towards note-taking techniques in listening classes?

Table 1.1. Data collection instruments correspond with two research questions

Research questions	Data collection methods	Data sources	Research purposes
1. What are teachers' perspectives towards note-taking techniques in the improvement of students' listening skills?	- Interviews	Teachers	Examine teachers' viewpoints about note-taking techniques in listening classes
2. What are students' perspectives towards note-taking techniques in listening classes?	- Questionnaire	Students	Examine students' viewpoints about note-taking techniques in listening classes

1.4. Scope of the study

This study aims to explore the effectiveness of note-taking techniques as well as the challenges when using this listening technique in listening classes. More specifically, it investigates the EFL teachers' and second – year English major students' perceptions at HAUI. The scope focuses on an in-depth analysis of how teacher and student perceive note-taking techniques that shape its effectiveness as a pedagogical strategy. Teacher interviews, and student survey questionnaires provide insights into beliefs, and experiences related to note-taking for listening proficiency development.

1.5. Significance of the study

This study was carried out to examine teacher's and student's perceptions of note-taking techniques, which is a key role in promoting the effectiveness of applying these techniques for developing students' listening skills.

Note-taking is regarded as a learning strategy which is essential to facilitate active listening, organize key information, and aid recall and application of concepts from aural input (Piolat et al., 2005). However, research indicates that note-taking practices are often not explicitly taught or optimized, resulting in passive and ineffective note-taking approaches among students (Boch & Piolat, 2005). This study will help identify specific note-taking techniques utilized in listening classes. The findings can guide improvements in instructional methodology to better equip students with active note-taking strategies aligned with listening comprehension objectives.

An in-depth understanding of teachers' and students' attitudes and experiences is vital, as these are strong determinants of the successful adoption of new pedagogical techniques (Zohrabi, 2013). This study will gather insights into how teachers currently incorporate note-taking, their views on challenges and benefits, and their receptiveness to enhancing note-taking instruction. Capturing student perspectives is crucial for determining gaps between their actual versus perceived note-taking abilities, their specific difficulties with lecture note-taking, and their openness to developing stronger note-taking competency.

By examining note-taking through the lens of key participants, this study aims to explore useful ways to enhance listening pedagogy. Providing students with active note-taking strategies has been believed to improve content learning and recall from lectures across academic disciplines (Austin et al., 2002). It is

highly beneficial to enhance evidence-based note-taking strategies tailored specifically for English as a Second Language (ESL) listening environments. Note-taking is acknowledged as a crucial practice that contributes to improving learning within educational settings. The significance of notes lies in their role in recalling information heard or observed, and they also facilitate reflection afterward, as emphasized by Nguyen (2006). This optimization aims to elevate comprehension and facilitate effective learning. As classrooms increasingly combine sounds and multimedia materials, systematic note-taking techniques become even more crucial for students to thoroughly process and retain spoken input (Carrell, 2007). With strong listening skills critical for second language mastery, this research aims to make substantive contributions to enhancing English major students and non-English major students listening outcomes.

CHAPTER 2: LITERATURE REVIEW

This chapter presents a review on related literature. It firstly reviews the definitions of listening skills, which is followed by the importance of English listening skills, its difficulties and challenges learners face when learning English listening skills. It will also provide definitions of note-taking techniques, and a description of the role of note-taking techniques. Moreover, the relationship between note-taking techniques and listening comprehension will be presented. Finally, previous studies of note-taking techniques will be reviewed.

2.1. English listening skills

2.1.1. Definition of listening skills

Listening comprehension has been defined by various researchers. According to Buck (2001), "listening comprehension involves actively constructing meaning by applying knowledge to the incoming sound," which encompasses "a variety of knowledge types: linguistic and non-linguistic." (p.31). He suggested that message comprehension is potentially affected by a wide range of factors, for example, characteristics of the speaker, situation, or listener. Listening is regarded as the process of making an effort to gain construct meaning from and reply to spoken and/or nonverbal messages (Downs, 2008, p.1). Vandergrift (2002) considered listening skill is "a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain and interpret it within the immediate as well as the larger socio-cultural context of the utterance" (p.168).

Divergent perspectives exist concerning the nature of listening comprehension. Anderson and Lynch (1988) highlighted two influential viewpoints: the international view and the alternative view. The traditional view perceived the listener as a passive recorder, likening the listener's role to that of a tape-recorder, simply recording and storing auditory content. Anderson and Lynch (1988) criticized this perspective as inadequate and inappropriate, asserting that it lacked validity. In contrast, the alternative view depicted the listener as an active model constructor. In this capacity, the listener could blend new information with their prior knowledge and experiences to achieve comprehensive understanding of the heard content. Idea of Anderson and Lynch (1988) study aligned with this perspective, emphasizing the dynamic interpretation and amalgamation of incoming information with existing knowledge and experience.

The process of listening comprehension comprises three sequential steps: reception, attention, and comprehension. Subsequently, comprehension might be followed by response and retention, where listeners either react immediately or retain the message for later response (Wolvin and Coakly, 1985). Listening is not a solitary skill; it encompasses various elements and constitutes a multifaceted process that involves interactions among listeners, speakers, and spoken content. Rost (1991) categorized listening into two aspects: component skills and listener actions. Listener actions include a set of strategies employed to comprehend messages, involving decisions about the context, key terms, and units of meaning.

Listening comprehension holds significant relevance in foreign language learning. Listening is beneficial in the language classes because it provides learners with input. Learners cannot make progress if they do not understand the input at a relevant level (Rost, 1991). For effective participation in communicative

activities, the ability to absorb information through listening is imperative. As listening is pivotal for comprehending spoken messages, the instruction of listening cannot be neglected within English teaching.

2.1.2. Difficulties and challenges learners face when learning English listening skills

2.1.2.1. Problems in listening classes

Numerous studies highlight various issues within the listening classroom. One of the most persistent and daunting issues is the encounter with unfamiliar English sounds that do not exist in the learners' native languages. Additionally, grasping intonation and stress patterns poses difficulties, exacerbated by the limited attention these aspects often receive in teaching and learning contexts. Ur (2007) points out various significant obstacles that require extensive practice in listening, such as recognizing unfamiliar sounds, grasping intonation and stress patterns, dealing with redundancy and background noise, predicting outcomes, understanding informal vocabulary, managing weariness, interpreting varied accents, and making use of visual and auditory cues in the environment.

Underwood (1989) similarly mentions common trouble students confront during listening exercises, including the speed of delivery, the inability to repeat words, limited vocabulary, difficulty following transitional signals, lack of circumstantial knowledge, concentration challenges, and the habit of trying to understand every word heard. These circumstances invariably lead to understanding difficulties. Furthermore, Hayati and Jalilifar (2009) highlight another common issue listeners face—the rapid fading of the content they have just heard.

Rixon (1986) notes that challenges in listening process may occur because spoken words do not allow for reflection and meditation as written words do. Many language learners find they can initially understand the speakers easily but struggle to recall what was said afterward. Consequently, the issue of retention in listening comprehension deserves significant attention (Hayati & Jalilifar, 2009).

One potential solution to these challenges lies in introducing learners to a range of activities that follow a listening exercise, such as note-taking, which will be discussed in detail later in this paper. In a study exploring perceptions of Arabic learners regarding their difficulties in comprehending spoken English, several factors were identified as sources of these difficulties, including the inefficient utilization of listening techniques, the complexity of the listening text, the speaker's characteristics, the listening tasks and activities, the message itself, and listeners' attitudes. Students often cited substandard classroom conditions, the absence of visual assistance, unfamiliar language, unclear pronunciation, speech rate, uninteresting topics, and exposure to lengthy texts as their primary listening problems (Hasan, 2000).

Similarly, Graham (2006) explored learners' views on listening comprehension difficulties and their attitudes towards the reasons for their progress. The study involved French language learners in high school as a foreign language and gathered data through questionnaires and interviews. Learners reported challenges in dealing with the spoken text, hearing and understanding individual words, and keeping pace with the speaker, especially concerning the language employed and the delivery pace. These challenges were often beyond the learners' control, leading to an incomplete understanding of the text. Many

students blamed their difficulties on their poor listening skills and ignorance of useful listening techniques.

A recent study focusing specifically on listening comprehension challenges among Saudi students in English listening classrooms, carried out by Hamouda (2013), identified a range of challenges. These included difficulties related to accents, pronunciation, speech speed, limited vocabulary, varying speaker accents, poor concentration, anxiety, and subpar recording quality. Additionally, distractions both inside and outside the classroom, along with the inclination to grasp every detail of the listening text, contributed significantly to learners' listening difficulties (Lee, 1986).

2.1.2.2. Challenges of teaching and learning listening skill

Teaching listening has posed considerable challenges for language instructors, primarily due to several factors. Some proponents believed that language learners would naturally develop their listening skills by attending the instructor's lecture during structured academic sessions. (Yildirim & Yildirim, 2016).

Another challenge stems from the limitations of traditional teaching materials for language instruction, which include both authentic and inauthentic materials. Authentic materials are designed for native users in their original, unaltered form, while inauthentic materials, as defined by Field (2008), are created specifically for ESL/EFL purposes, targeting learners as the intended audience and adapting the language for an L2 audience. These materials are often referred to as "purpose-written materials," scripted and graded to suit specific learner levels. The lack of essential teaching materials presents a substantial barrier to effective listening skills instruction.

Furthermore, many university students struggle to understand and retain information presented during lectures. The act of attending a lecture is markedly distinct from the act of engaging in everyday conversational listening. In lectures, students are required to possess specific background knowledge, and they must adapt to different turn-taking conventions, as interaction in lectures primarily occurs through questions posed by the lecturer. Personal factors can also hinder students from asking questions when given the opportunity, further limiting interaction during lectures.

Moreover, even proficient listeners may struggle with comprehending what they have heard. Therefore, exploring listening problems becomes essential in aiding students' comprehension and improving listening comprehension skills. This understanding of the inherent challenges of listening underscores the importance of adopting strategies to enhance listening skills, especially among second language learners who often encounter these obstacles unnoticed, leading to infrequent successful listening experiences.

2.2. Note-taking techniques

2.2.1. Definitions of note-taking techniques

Note-taking is an important learning skill that allows recording and synthesizing information from various sources such as lectures, textbooks, or situations requiring knowledge retention for future reference. There are different definitions of note-taking techniques, emphasizing different aspects and purposes of note-taking.

Note-taking is “a process that necessitates cognitive processing; it is composed of several steps; that is, listening, comprehension, analysis, selection

and writing in the form of notes” (Ozbay, 2005, p.88). Note-taking is a useful technique in situations where information is being shared and can assist in documenting information, facilitating reflection (Van der Meer, 2012) and recalling information (Boch & Piolat, 2005; Hayati & Jalilifar, 2009; Clark et al., 2014). Note-taking involves three steps: understanding spoken information, recognizing important details, and documenting that information (Piolat et al. 2005). Specifically, they show a thorough characterization of note-taking, describing it involves generating brief summaries of source material through the process of taking notes while also actively listening, learning, or observing. These notes play a crucial role in collecting information from different sources like lectures, books, or other scenarios necessitating the retention of knowledge for future reference. Note-taking, being a multipurpose practice, is applied for a wide range of objectives, yet it requires varying skill sets depending on the particular context nearby.

Kiewra (1989) describes note-taking as the process of recording critical information from a lecture or text in a systematic way to aid learning and retention. Effective note-taking requires the ability to determine important ideas, condense and summarize key points, and organize notes in a meaningful structure. Strategies like using abbreviations, spatial organization, and visual cues can optimize note-taking for review and studying.

Titsworth and Kiewra (2004) characterize note-taking as an active knowledge construction process where students select relevant information from a lecture or text and transform it into their own words and structure. This encoding process facilitates the development of external storage and connections that can aid understanding, recall, and future application of the content. The authors

emphasize how note-taking goes beyond verbatim recording to integrate and synthesize ideas.

2.2.2. Types of note-taking techniques

Several authors have explored various methods of note-taking techniques. According to research by Gur et al. (2013), note-taking strategies can be categorized as follows:

1. Compiling an abbreviation catalog: Simplifying note-taking with acronyms and symbols accelerates information recording. For instance, substituting "w/" for "with," "" for "therefore," and "->" for "leads to."

2. Implementing the Cornell Method: This method involves dividing note paper into three sections: a small left column for cues, a larger right part for notes, and a bottom portion for summarizing key ideas post-lecture.

3. Utilizing mind mapping: Constructing visual representations of idea relationships through connecting primary concepts with branches facilitates comprehension and aids memory recall.

4. Crafting succinct summaries: Active engagement through crafting concise summaries of main ideas in sentence form fosters learning and understanding of the subject matter.

5. Emphasizing selective noting: Prioritizing major points, illustrative details, and instances over verbatim transcription mitigates information overload and enhances note quality.

6. Identifying linguistic signposts: Attentively noting linguistic cues such as "firstly," "in conclusion," or "on the other hand" assists in tracking shifts in thought and organizing notes effectively.

7. Regular review and rewriting: Consistently reviewing and rewriting notes reinforces understanding and aids memory consolidation, particularly when rewriting notes in one's own words.

Furthermore, students can learn to utilize the Cornell note-taking system, a method developed to enhance note organization for students at Cornell University, as described by Pauk (2011). Widely adopted across the United States, this system comprises six steps:

1. Record: Capture facts and ideas in a concise manner, utilizing telegraphic sentences or key words in a designated column without worrying about grammatical correctness.
2. Reduce (or Question): After the lecture, condense important information into key words or phrases, or formulate questions based on the material. These cues aid memory recall during review sessions.
3. Recite: Vocalize the information in your own words, which reinforces understanding and aids retention. Cover up detailed notes and rely on cues for recitation.
4. Reflect: Ponder on the learned material, relating it to existing knowledge and considering its significance and application.
5. Recapitulate: Summarize main points in your own words at the bottom of the notes, integrating the information for better retention.
6. Review: Regularly revisit and recite notes to solidify memory retention, avoiding mere re-reading until information is firmly grasped. Aim for nightly or weekly review sessions.

2.2.3. Role and challenges of note-taking techniques

Dunkel (1988) emphasized the widespread acceptance of note-taking as a valuable technique for enhancing student concentration and information retention. Flowerdew (1994) highlighted the importance of researching lecture comprehension processes, as such studies can provide valuable insights into how students perceive and process lectures. Note-taking is especially critical for university students transitioning from smaller high school classes to large lecture theatres, where it plays a vital role in cognitive learning and participation in oral classroom discussions. This listening technique brings various benefits into listening lessons as it facilitates the learners in their listening competency (Gur, et.al, 2013; Boch & Piolat, 2015; Zohrabhi & Esfandryari, 2009; Seigel, 2015; Stacy & Cain, 2015).

However, international students often report difficulties with note-taking and listening comprehension, which can lead to challenges in understanding and active engagement in classroom discussions (Flowerdew & Miller, 1992; Lewis & Reinders, 2003). Note-taking serves as a memory aid because once a speech or presentation concludes, there is no opportunity for revisiting the content. Additionally, it helps combat the rapid fading of information from memory.

Studies examining the correlation between taking notes and academic achievements have produced varied findings, often influenced by lecture speed and the specific note-taking method employed. Some researchers suggest the use of one's native language (L1) for note-taking while listening in a foreign language (L2) to alleviate the challenges associated with taking notes in a non-native language. While some studies suggest positive impact of note-taking strategies on student achievement, results can vary, and further research is required to explore this relationship comprehensively.

Despite its significance, note-taking is seldom explicitly taught in secondary schools and higher educational institutes, despite the belief among many educators that it should be an integral part of the curriculum. Note-taking skills are essential not only for academic success but also for guiding the demands of work and life. Taking notes becomes imperative because one cannot revisit a spoken message or presentation, making it essential to capture and retain information for later use. Therefore, this study aims to, particularly in the context of the Vietnamese education system. Aims to explore how students and teachers perceived about note-taking techniques and how note-taking techniques were applied in listening classes particularly in the context of the Vietnamese education system.

2.2.4. The relationship between note-taking techniques and listening comprehension

Researchers have carried out numerous studies to explore the impact of note-taking techniques on improving learners' understanding of various listening materials, including texts, mini talks, conversations, and lectures. These studies have produced different outcomes that provide insight into the correlation between note-taking and listening comprehension abilities, students' achievements in listening assessments like the listening section of TOEFL, and other associated factors. In this section of the study, we will highlight some of these research findings from various scholars at different times and attempt to identify both similarities and differences among them.

Hayati (2009) presented the findings of a conducted experimental study, indicating that learners who used the Cornell Method of note-taking achieved better results than those who took notes in a random manner. This suggests that

note-taking techniques should be taught systematically, with clear instructions, an organized approach, and sufficient practice time.

On the contrary, Clark et al. (2014) found that allowing test-takers to take notes during the Defense Language Proficiency Test (DLPT) did not significantly impact their results. The participants' performance did not improve when note-taking was permitted during listening exercises.

Carrell (2007) added that while students often utilized note-taking as a strategy, it was not consistently useful and valuable. Her study revealed that only 20% of students' notes were relevant to multiple-choice test questions, and students' note-taking did not lead to improved results.

Furthermore, they discovered that when students were instructed to take notes, it actually had a negative impact on their performance in TOEFL tests, as note-taking did not appear to enhance their listening comprehension skills. This was attributed to the design of such tests, which primarily assess listening comprehension with minimal reliance on memory.

Dunkel and Davey (1989) identified another factor influencing learners' performance in tests their proficiency in the target language. In their study, native speakers of the language outperformed non-native speakers. They highlighted that non-native speakers typically exhibit lower proficiency in understanding conversations or listening texts than native speakers, suggesting that researchers should consider learners' listening skill proficiency when examining the effects of note-taking strategies on comprehension.

Koren (2007) proposed that, under specific circumstances, it can be advantageous to permit pupils to make notes in their mother tongue while simultaneously listening to the target language. The study aims to investigate the

effectiveness of allowing students to take notes in their native language when engaged in listening activities in a second language learning context. The goal may be to understand if this approach facilitates comprehension, retention, or overall language acquisition. The results may reveal that, in specific situations or contexts, permitting students to use their native language for note-taking while exposed to the target language can enhance their language learning experience. This could suggest a potential shift in language teaching methodologies, emphasizing the importance of leveraging students' native language as a supportive tool in the language learning process.

Note-taking has long been a crucial component of academic life, especially in courses that rely heavily on lectures, for numerous decades (DeZure et al., 2001). While it is important to continually highlight the vital importance of listening skills in different learning activities, it is imperative to acknowledge that the success of listening skills greatly relies on the implementation of good note-taking strategies. Conversely, one cannot engage in note-taking without active listening. In essence, note-taking is a post-listening skill that inherently incorporates listening. Scholars across different disciplines, including Divests & Grey (1972), Howe (1974), and Dunkel (1988) as cited in Scott (2001), generally concur that note-taking serves two primary functions: "external storage" and "encoding." (Divests & Grey, 1972; Howe, 1974; Dunkel, 1988).

As pointed out by Howe (1976), the process of note-taking involves multiple cognitive functions such as listening, organizing, combining, summarizing, and converting. Clearly, listening and note-taking operate symbiotically to achieve the desired outcome. In other words, to fully benefit from these learning skills, they should not be viewed in isolation. Yildiz and Albay

(2015) support this concept by emphasizing the need for high school students to adjust to acquiring new skills like active listening, effective note-taking, and utilizing notes as cognitive learning tools as they make the transition to university.

Significantly, note-taking remains crucial even after successful listening has taken place, mainly because many learners struggle with remembering information. As mentioned earlier, Hayati and Jalilifar (2009) and Rixon (1986) note that listeners commonly encounter the quick disappearance of the information they have heard, even if they can initially understand the speakers effortlessly. One practical solution to address this issue involves exposing learners to post-listening activities, which can effectively mitigate this problem.

2.3. Review of previous studies

Subsequent studies, including those by Di Vesta & Gray (1973) and Stahl & Henk (1991), have explored note-taking through different eras, each focusing on distinct aspects. The research in the 1960s and 1970s mainly focused on exploring how taking notes impacts cognitive factors like focus, recall, and understanding. It aimed to determine whether note-taking enhances the encoding or retention of information.

More recent studies such as those conducted by Spires and Stone (1989), Kiewra and Benton (1988), Dunkel & Davy (1989), Norton (1981, cited in Boon 1989) have focused on classroom dynamics when teachers aim to encourage specific note-taking forms. These studies have underscored the significance of teachers' and students' conceptions of note-taking and their functions as symbolic mediators between taught content and students' mental knowledge construction.

Stahl et al. (1991) highlighted the significant impact of lecture note-taking on the academic achievements of high school and college students. As Spires and Stone (1989) noted, effective note-taking abilities are essential for achieving academic success as college students often dedicate a significant portion of their class time to actively listening to lectures.

Kiewra and Benton (1988) conducted a study on the correlation between lecture note-taking habits, academic aptitude, and different indicators of cognitive skills. Their findings suggest that the volume of note-taking is linked to academic success.

There is a mutual agreement among college students and professors in the United States that making notes during lectures is beneficial for learning and remembering information, as highlighted by Dunkel & Davy (1989).

The importance of reviewing notes has also been highlighted. Carter and Van Matre (1975) claimed that the advantages of taking notes come primarily from the process of reviewing rather than the act of note-taking. Reviewing notes has been shown to enhance achievement, and note-taking primarily serves as an external storage function, facilitating the review process.

Additionally, Kiewra et al. (1995) investigated various note-taking formats and their impact on recall and relational learning. Results indicated that note-taking in an outline format improved test performance more than other note formats, while essay writing was found to be less effective for relational learning when compared to standard review methods. This difference in performance may be attributed to quantitative variations in note-taking, favoring outline note-takers.

Flowerdew & Miller (1992) conducted a study with the title “*Student perception, problems and strategies in second language lecture comprehension*”

with 30 students who speak Cantonese at the B.A. level are participating in a lecture on ESL method and without any previous experience in the formal monologue lecture style of listening. Regarding perception, researchers discovered that students expressed differences between their English language exposure at school and their experience during lectures. The challenges students had while taking lecture notes included the rapid pace of lecture delivery, unfamiliar language and topics, and difficulties in maintaining focus. The methods employed to surmount these challenges included pre- and post-reading of the lecture subject matter, seeking assistance from their peers or the lecturer.

Steimle et al. (2009) investigated the process of collaborative annotation of lecture slides using paper-based methods. A study revealed that the vast majority of students had a preference for using Tablet PCs over computer-based media when it comes to taking notes and making annotations. The findings, overall, confirmed a distinct correlation between note-taking style and LC proficiency. A significant discovery of this study revealed that students who utilized their own note-taking approach demonstrated a lower degree of language proficiency compared to those who employed the Cornell method for note-taking.

Kobayashi (2005) investigated the factors that influence the encoding effect by analyzing the moderating impact of seven variables: intervention, level of education, method and duration of presentation, method of testing, and year and source of publishing. The study revealed that neither positive interventions nor an increase in schooling level improved the advantages of note-taking. Additionally, the use of visual aids during the learning process hindered note-taking, but the length of the presentation did not have the same effect. Furthermore, the recall test was more effective in measuring the encoding effect compared to recognition and

higher-order performance tests. Lastly, the variation in effect sizes was influenced by the publication year and source of the study. These findings imply that mechanical note-taking, learning outcome measure, and publication characteristics are responsible for the moderate encoding impact, not students' spontaneous note-taking.

In 2012, Clark et al. (2014) conducted a study on the impact of note taking on foreign language listening comprehension. The study aimed to assess how enabling note taking during a foreign language listening comprehension test, similar to the Defense Language Proficiency Test (DLPT), influences test performance. The research participants were exposed to DLPT-like passages under two conditions: Allow Notes and Listening Only. If note-taking is beneficial in this particular context, the Allow Notes condition is expected to outperform the Listening Only condition. Nevertheless, the results did not indicate a differentiation between these two conditions. Moreover, a comprehensive examination of the data reveals that there was no consistent enhancement in performance, even among individuals who saw the remarks as beneficial.

In Movsesyan (2015) research with a title “*The Impact of Note-taking Strategies on Listening Comprehension of EFL Learners*”, a language proficiency assessment was conducted on undergraduate students who are pursuing a major in English Translation at Shahid Chamran University of Ahvaz. The findings showed that there was a distinct correlation between note-taking approach and LC proficiency. A significant discovery from this study revealed that students who employed their own note-taking approach demonstrated a poorer level of language proficiency compared to those who utilized the Cornell method for note-taking.

Regarding teachers' perceptions of note-taking techniques, Ezekeke et al. (2022) conducted a study to explore lecturers' views on note-taking challenges in a College of Education in Nigeria. Data were collected from questionnaires with 48 respondents from ten colleges. The findings revealed that instructors viewed students to have significant difficulties with note-taking. Furthermore, there was a notable disparity in the assessment of these obstacles between male and female lecturers, with male lecturers having a more favorable view. Pedagogical recommendations such as lecturers' awareness of speed, connections between presentations and instructions were also included.

In Vietnam, Nguyen Huyen (2011) emphasized the challenges faced by Vietnamese university students in listening to English lectures due to limited prior practice. Note-taking, a crucial component of effective listening, is highlighted as a vital skill for language learners, aiding in comprehension and organization of content. The significance of note-taking in diverse learning contexts is discussed, particularly for Vietnamese learners transitioning to a communicative approach in English listening. However, the challenges in acquiring and mastering note-taking, especially for General English students at the International School, Vietnam National University, Hanoi, are acknowledged.

This study by Nguyen Danh Nam, Tran Thi Yen, and Tran Nhat Le (2020) investigated the impact of listening to English news broadcasts on developing note-taking skills for English majors at Thai Nguyen University of Education. The researchers selected 20 students randomly, dividing them into an experimental group (n=10) and a control group (n=10). The experimental group was introduced to specific note-taking methods and instructed to listen to English news daily, practicing taking notes using these techniques. Quantitative data was collected by

analyzing and comparing note-taking skills and listening test scores between the two groups before and after the experiment. The results indicated that the experimental group had a significantly performance compared to the control group on both measures after the English news listening intervention. Additionally, a questionnaire distributed to the experimental group provided qualitative feedback on students' perceptions of the usefulness of the news listening and note-taking approach. Overall, this quasi-experimental study demonstrated that systematically listening to English news broadcasts and taking notes using strategic techniques can positively enhance English majors' note-taking abilities and listening comprehension performance. The researchers recommended integrating regular English news analysis with explicit note-taking instruction as an effective approach for developing core linguistic skills for English language learners.

This research by Nguyen Thi Le Thuy and Nguyen Thi Diu (2020) focused on using note-taking to improve English listening comprehension among first-year non-major students at Hanoi University of Industry. The authors identified major listening challenges faced by these students, with many unable to understand or retain information. Through a review of prior research, note-taking emerged as an effective method to potentially enhance listening skills. Key outcomes included analysis of issues with listening, evaluation of note-taking efficacy, and suggested strategies to integrate note-taking for advancing listening comprehension among these first-year non-major English students.

According to Phuong Hoang Yen, Lam Thi Cam Tu, and Le Thanh Thao (2022), the results indicated that the majority of students held positive views regarding the usage of note-taking in consecutive interpretation. They recognized the advantages and difficulties associated with this practice. Furthermore, this

study presents certain educational consequences for both students and teachers. According to the study, students should engage in regular practice in order to develop effective note-taking abilities. Teachers should develop impactful lecture designs to enhance students' note-taking abilities and consecutive interpreting proficiency.

By examining research models on a domestic and worldwide scale, it is evident that the subject of enhancing students' listening skills through note-taking strategies is not novel. Extensive research has been conducted on this subject, exploring the issue from various perspectives, and employing a wide range of research methods and models. In summary, the research provides insights on the advantages and difficulties of employing note-taking strategies in the listening classroom, as seen from the viewpoints of both students and teachers. Furthermore, certain research indicate a direct relationship between the utilization of note-taking strategies in listening courses and the outcomes of acquiring listening skills in the educational setting. Nevertheless, the primary constraint of the studies is in their reliance on a limited sample size and their collection within a narrow geographic area, so preventing them from accurately representing the entire objects.

Identifying gaps in previous research, the thesis "Enhancing listening skills in second-year english major students: a study on note-taking techniques" aims to explore the perspectives of teachers and students toward note-taking techniques and the actual practices of this technique in listening classes, and propose specific solutions to optimize note-taking for improving listening skills among second-year English majors at Hanoi University of Industry. The research targets the practical

goal of contributing to enhanced teaching and learning effectiveness of listening comprehension.

2.4. Summary

In summary, this literature review explores the definitions and importance of English listening skills, along with the challenges teachers and learners face in listening classes. It also explores definitions and the role of note-taking techniques and their relationship with listening comprehension. Previous studies provide a foundation for further exploration into teachers' and students' perceptions of note-taking techniques, aiming to enhance pedagogical practices in language education.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter outlines the methodology and methods used in the research. It begins by introducing the research design. It is followed by the research setting and participants. The rationale for the choice of mixed method research, methods for data collection and data collection procedures were elaborated. Methods for data analysis are also provided in the last part of the chapter.

3.1. Research design

This research is an exploratory study collecting and analyzing both quantitative and qualitative data to answer the research questions. Quantitative data is the value of data in the form of numbers or counts. Researchers can use qualitative data for statistical analysis and mathematical calculations to answer questions such as "How many?", "How frequently?", "Too what extent?" and "To what level". Mathematical techniques can be employed to easily verify and evaluate this type of data. Some of the most used tools to collect quantitative data are questionnaires, observations, and interviews. Meanwhile, qualitative data is non-numerical, characterized, and approximate. We can observe and record this kind of data by observations, interviews, and similar methods. Quantitative data can be put in categories.

In comparison to single method approaches, Mixed Methods Research (MMR) is perceived as offering a more comprehensive and profound understanding of the subject being investigated, along with broader scope (Greene, 2007; Johnson et al., 2007). Greene et al. (1989) outlined several motivations for conducting MMR, including triangulation (merging results from two distinct

methods), complementarity (elaborating on one study segment with another), development (using one study segment to guide subsequent investigation), initiation (seeking to uncover paradoxes and contradictions through varied methods), and expansion (exploring different aspects of the subject under scrutiny).

To fully exploit the potential of MMR, researchers ensure that the strengths of qualitative and quantitative strands overlap, while compensating for each other's weaknesses (Teddlie and Tashakkori, 2009). Consequently, the quantitative component can offer statistical power and generalizability, while the qualitative aspect provides meaning, context, and depth (Teddlie and Tashakkori, 2009). Mixed methods scholars argue that integrating qualitative and quantitative data mirrors everyday problem-solving practices (Morgan, 2007; Tashakkori and Teddlie, 2010). Therefore, the main reason for choosing this design is because both types of data help provide a better understanding of the research problem than a single type (Creswell, 2012). It is also needed because the research problem cannot be addressed, and the research questions cannot be answered with only one type of data.

In summary, a mixed method study was adopted in this study because it enabled the researcher to have a deeper insight into the diverse perspectives of teachers and students of the use of note-taking techniques in listening classes in a Vietnamese university. By integrating the voices of both students and teachers, the study gains a more comprehensive understanding of the dynamics surrounding note-taking in the listening activity at the listening class. The next section will

describe the research site and the research participants, and how they were selected.

3.2. Research setting and participants

3.2.1. Research setting

In the current study, the research site selected is Hanoi University of Industry. This university is one of the largest institutions of higher education in Vietnam. The total number of students at the university is approximately 35,000. They major in 18 different disciplines, for example foreign languages, mechanical engineering, information technology, electrical and electronic engineering, economics, accountancy, tourism and hospitality. Approximately 1,200 students English-majored students belong to the linguistic disciplines.

3.2.2. Research participants

This research involves two distinct groups of participants, namely EFL teachers and second-year English major students at HAUI. The selection of participants is crucial for capturing a comprehensive range of perspectives on the effectiveness of note-taking techniques in teaching English listening. By involving both EFL teachers and students, this study can explore multiple perspectives of note-taking techniques in teaching English listening.

3.2.2.1. Teacher participants

Four EFL teachers from HAUI affiliated with the English department will be personally invited to participate in a face-to-face interview. Their participation is on a voluntary basis. They had at least 5 years of experience in teaching English. These teachers had joined some seminars and training courses on English listening teaching. They understand very well the curriculum as well as the ability and

current situation in learning listening skills of classes participating in the study. The names used for teachers in this study were not their real names in real life. The information of four teachers is described as follows:

The first teacher was called Teacher 1 who had seven years of experience in teaching English for university program, and she had Bachelor's degree in English teaching. She graduated from university in 2013 and obtained a Master's degree in 2016.

The second teacher was called Teacher 2. She had ten years of experience in teaching English for university program. She has taught English from beginner level to advanced level. She had both Bachelor's and Master's degree in Theory and Methodology of English Language Teaching.

The third teacher was called Teacher 3. She had Master's degree in English teaching. She had taught both English non-majored and English-majored students at this university since 2015.

The fourth teacher was called Teacher 4. She also had Bachelor's degree in English teaching. She had five-years' experience of teaching English for students at university, and 3 years of teaching adults. All teachers' English proficiency were C1 level.

3.2.2.2. Student participants

In this research project, a group of 100 second-year English major students from four participating classes (1A, 1B, 1C, 3A) with language proficiency levels ranging from A2 to B1 are invited to take part in the online survey questionnaire. All students have been learning English for more than 10 years. They are at the same age range (from 19 to 21 years old). All their personal information and opinions are confidential and are only used for survey purposes. Most of the survey

data is concentrated on student's feedback about how note-taking techniques influence their engagement, comprehension, and language acquisition, and so on. In addition, to ensure both the objectivity and reliability of the feedback, the candidates are randomly selected from different classes (1A, 1B, 1C, 3A) and have various English listening levels spanning from A2 to B1. The students are utilizing the most recent edition of the Skillful 2 Listening & Speaking textbook, which was published in 2013. This textbook seamlessly integrates familiar cultural values and customs of the Vietnamese people with international cultural elements, particularly from English-speaking nations with well-established cultural economies. It is focused on listening and speaking skills. For this research, the textbook was employed during the first semester to teach English for second-year students majoring in English. It comprises 30 lessons, spanning a total of 15 weeks. The textbook encompasses ten units: Society, Food, Business, Trend, Success, Pressure, Fear, Stories, Environment, and Medicine.

3.3. Data collection instruments

3.3.1. Survey questionnaires

Among the tools which have been employed to measure student engagement, surveys/questionnaires using quantitative items such as Likert scale have been commonly employed in technology-mediated and BL (Henrie et al., 2015). Self-report survey is employed since it is especially "useful for assessing emotional and cognitive engagement which are not directly observable and need to be inferred from behaviors" and is "the most common method for assessing student engagement" (Fredricks & McColskey, 2012, p.765). In the survey, students are provided with question items reflecting emotional and cognitive

engagement and are required to choose the options that best describe them. The reason the researcher chose this survey was as the survey is designed to measure both aspects of student engagement (cognitive and emotional aspects) and is included and has been carefully developed and tested. The survey was conducted with a sample of 100 university students majoring in English language in the course English Listening Skill from HAUI to test the validity and reliability of the questionnaire. Especially, Rating Scale questions were adapted from questionnaire list accordingly from Karadas, et al. 2009 & Murakami, A. 2014 to ensure the liability and validity of the research. The questionnaire utilized in this study is carefully structured into two distinct parts, total comprising 16 questions to comprehensively explore students' perceptions and engagement with note-taking in the listening activity at the listening classes (Appendix 1). The first section of the questionnaire, comprising 11 questions, is designed to explore students' perceptions and attitudes towards note-taking, aiming to uncover subjective experiences and understand how note-taking contributes to comprehension and overall improvement in listening skills. These questions delve into students' opinions on the effectiveness of note-taking in enhancing their understanding of class material and improving their listening abilities. In contrast, the second section, consisting of 5 questions, focuses on identifying the difficulties and challenges students encounter during note-taking, seeking insights into factors such as lecture pace and language proficiency. By addressing practical obstacles, this section provides valuable insights into the real-world challenges students face in the classroom. Together, these sections ensure a thorough examination of students' perspectives, benefits, and challenges related to note-taking in the context of the listening class, facilitating a deeper understanding of their

experiences and informing strategies for improving teaching methods and student support mechanisms.

3.3.2. Interview

One of the frequently used methods for data collection in qualitative research is interviewing (Creswell, 2012). The interview is a conversation between the researcher and participants that is focused on questions related to the research. Interviewing aims to discover the views, perspectives of individuals on certain situations (Gill et al., 2008). Semi-structured interviews enable the researcher to investigate views, attitudes, experiences, and motivations of individuals in regard to specific issues (Qu & Dumay, 2011). In this study, interviews were mainly used to explore teachers' views on the effectiveness of note-taking as well as the challenges of using this technique that learners may face in the listening classrooms. Semi-structured interviews are used in this research for several reasons. First, open-ended questions allow participants to "express their experiences as best they can without being limited by any researcher perspective or past research findings" (Creswell, 2012, p.218) and they can provide their own answer choices. Second, semi-structured interviews allow participants to describe their personal information in detail, something that observations or questionnaires can not achieve. Finally, specific questions can be asked to gather additional information, allowing the interviewer to have greater control over the information received (Creswell, 2012). Face-to-face interview is "a data collection process in which the researcher asks questions and records responses from only one research participant at a time" (Creswell, 2012, p.218), performed in the study. The face-to-face interviews facilitated a more personal and in-depth exploration of the teachers' perspectives and experiences. In the interview, the researcher raised

questions sequentially, and the teachers provided their detailed responses to the questions in order (Cohen et al., 2017).

An interview guide including open-ended questions was used in the semi-structured interviews with all teacher participants. The interview guide included two parts: background information, and the interview questions (Appendix 2). Background information included questions related to teachers' backgrounds such as highest degrees, motivation to become teachers of English, their experience in teaching English, etc. Interview questions focused on teachers' perspectives of note-taking techniques, the benefits of this technique that they find attractive; the challenges students encounter/elements of this technique that they find no longer relevant; and their suggestions for improving implementation of this technique in the listening classroom.

3.4. Data collection procedures

3.4.1. Self-report surveys

3.4.1.1. Piloting the surveys

The survey was piloted with a random sample of 100 potential respondents to check if it was clear enough to understand and whether the responses demonstrate the expected information. The constructive comments provided by these students were carefully considered in the process of rephrasing existing topics, introducing new ones, and clarifying any problematic wordings. In addition, grammatical errors were rectified, and instructions and directions were revised to provide clarity for the participants. Therefore, the pilot study demonstrated significant advantages.

3.4.1.2. Distributing the surveys

The data collection process for this study employs a multifaceted approach to ensure effective survey distribution and reliable result collection. The survey delivered using a google online survey platform, chosen for its user-friendly interface and robust data security features. The researcher obtained students' email information from the teachers who are in charge of listening lessons. The selected participants, comprising 100 second-year English major students, received an email containing a personalized link to the survey. The email provided a clear overview of the study's objectives, emphasized the confidentiality of their responses, and include detailed instructions on accessing and completing the questionnaire. To maintain the integrity of the data and protect participant confidentiality, the online survey platform was selected based on its encryption and privacy features. The survey responses were anonymized, with no personally identifiable information linked to the collected data. Additionally, the researcher was accessible via email or designated communication channels to address any queries or concerns raised by participants during the data collection process, fostering an environment of transparency and trust. Once participants have completed the survey, the collected data was securely stored and analyzed using appropriate statistical methods.

3.4.2. Interview

3.4.2.1. Piloting the interview

In the pilot phase involving face-to-face interviews with four EFL teachers, the research process becomes more comprehensive. The inclusion of teachers in the pilot interviews added an invaluable layer of understanding to the study, considering they play a critical role in shaping students' learning experiences. The face-to-face interactions with teachers aim to capture their

perspectives on the efficacy of note-taking in fostering improved listening skills among second-year English major students. The teachers' insights were sought on a range of topics, including their observations of students' note-taking habits, the impact of note-taking on students' comprehension and engagement during listening activities, and any challenges or strategies they have identified in the process. The pilot interviews with teachers, therefore, serve as a crucial preparatory step, not only refining the interview protocol but also establishing a collaborative and informed approach to the research.

3.4.2.2. Conducting the interview

The researcher contacted the teachers who agreed to take part in the study to arrange a meeting at their most convenient time. Each interview lasted approximately 30 to 45 minutes. In order to make the participants relaxed and comfortable in the interviews, a noise-proof meeting room at university was chosen as the site of the interviews. The interviews were carried out during working hours and only the researcher and the teacher were present. These interviews were audio-recorded and the researcher's iPhone was available in case technical issues arose. The interviews were recorded in total, employing audio recording as a fundamental tool to capture the richness of the discussions accurately. At the conclusion of each interview, the researcher expressed gratitude to the participants, reiterated the confidentiality of their responses. These interviews with teachers provided a holistic view of the pedagogical aspects related to note-taking, offering valuable context and enriching the overall narrative of the research. The insights garnered from these face-to-face interactions contribute not only to the thesis's specific goals but also to the broader discourse

on effective pedagogical practices in enhancing listening skills within the English major curriculum.

3.5. Data analysis method

As mentioned above, qualitative and quantitative data were gathered through two major research instruments: survey questionnaires and semi-structured interviews. Data collected from students' answers in the questionnaire were used to investigate students' opinions and experiences of note-taking techniques in listening classes. Data collected from interviews were analyzed to explore teachers' perceptions of note-taking techniques in listening classes. The transcripts were reviewed carefully to facilitate the researcher to comprehend the overall scope of the responses, summarize the key points, and generate headings for certain response categories. The responses were classified and documented to function as evidence for further discussion. In order to guarantee the accuracy of the interviews, quotations from the interviewee's responses were utilized to support the issues raised. Different perceptions from different participants were compared and contrasted to acquire a comprehensive and multifaceted understanding.

Microsoft Excel and Google Forms, were employed to figure out data collected from questionnaires and visually present the findings through charts. Interviews were conducted, and the data obtained were both audio-recorded and transcribed in written form to enhance the reliability and validity of the questionnaire results.

3.6. Summary

This chapter began with the rationale of the choice of mixed method study. The site selected for the research was a public university in Vietnam. Participants involved in the data collection procedures were EFL teachers and English-majored students who were at the third semester of their second year at the English department of this university. Data collection was conducted through semi-structured interviews with and survey questionnaires with students. Data analysis was included in the last part of the chapter.

CHAPTER 4: FINDINGS & DISCUSSION

This chapter presents findings from the data analysis: benefits of note-taking techniques, challenges of note-taking techniques via teachers' and students' perspectives. The last part of the chapter is the discussion of the main findings.

4.1. Benefits of note-taking techniques

This sub-section evaluated the importance of note-taking in different aspects based on the survey statistics. The results are shown in the tables below.

4.1.1. Benefits of note-taking techniques via students' perspectives

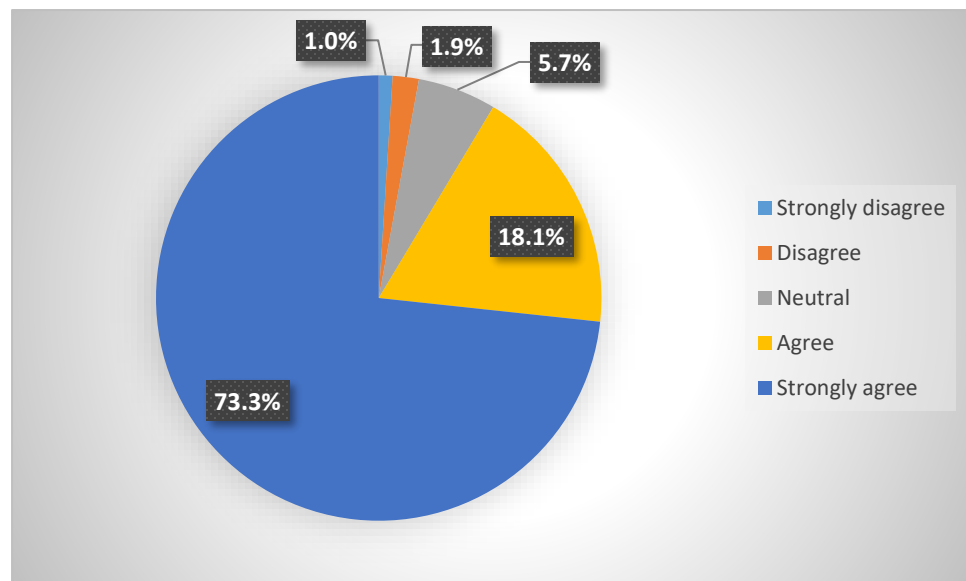


Figure 4. 1. The importance of the note-taking in listening classes

Figure 4.1 indicated that most students agreed about the importance and necessity of applying note-taking for comprehension during listening activities. To be more detailed, out of the 100 respondents, an overwhelming majority (73.3%) claimed that note-taking enhanced their understanding of audio content,

while an additional 18.1% agreed with this sentiment. In contrast, the percentage of students who denied the importance of note-taking techniques was small, at about 1% strongly disagreed and 2.9% disagreed. Additionally, the rest that expressed a neutral opinion towards note-taking made up 7.6% of the research sample. These results highlighted a widespread recognition among participants for the importance of note-taking techniques as well as applying these techniques as a potential learning strategy during listening tasks. Moreover, the high percentage of strong agreement demonstrated a strong agreement in favor of note-taking as an essential tool for information retention and understanding for listening exercises, unlocking the new way of doing it in real-time applications for both educational environments and study practices.

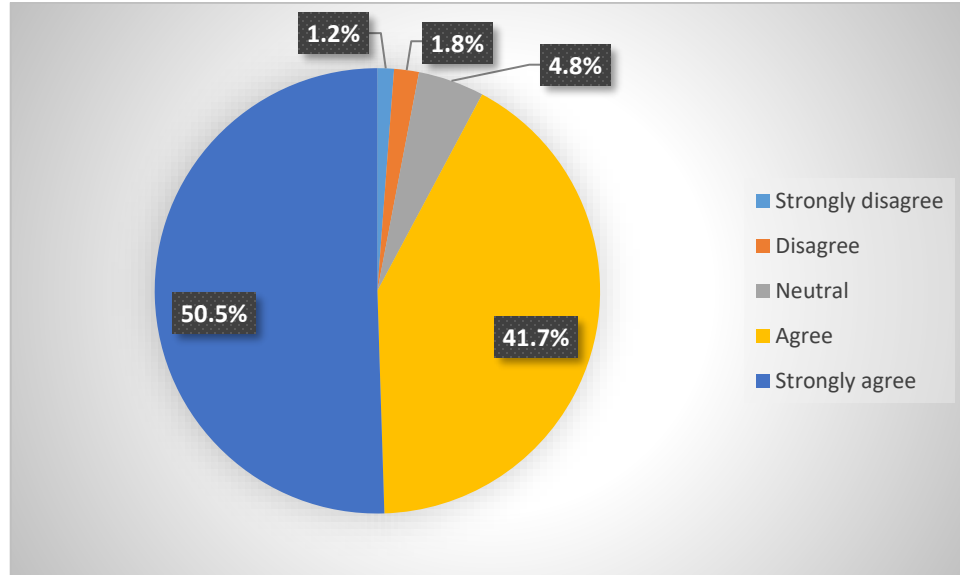


Figure 4.2. Better remembrance of information

It has been shown from Figure 4.2 that the note-taking techniques were evaluated and inspected for their effectiveness in supporting students to remember

information better from the listening audio. Participants' perceptions of the significance of taking notes for the purpose of memory retention during listening activities were illustrated by the results. There was a general understanding of the effectiveness of note-taking in increasing memory recall from audio sources, as evidenced by the fact that 92.2% of respondents either agreed or strongly agreed with the expression. Particularly, 50.5% of respondents were in complete agreement, and 41.7% were in agreement with the idea, indicating a considerable positive response overall. Only a tiny percentage of participants, on the other hand, had either indifferent (4.8%) or negative (1.8%) feelings regarding the role that taking notes played in improving memory. The results showed that there was a high agreement on the positive impact that note-taking tactics have on memory recall during listening activities. This finding advocated for the incorporation of these strategies into educational practices in order to maximize the outcomes of studying. It is possible that additional research into the viewpoints of individuals who expressed neutral or negative attitudes could provide significant insights into possible problems or different strategies for memory development in setting that involve listening.

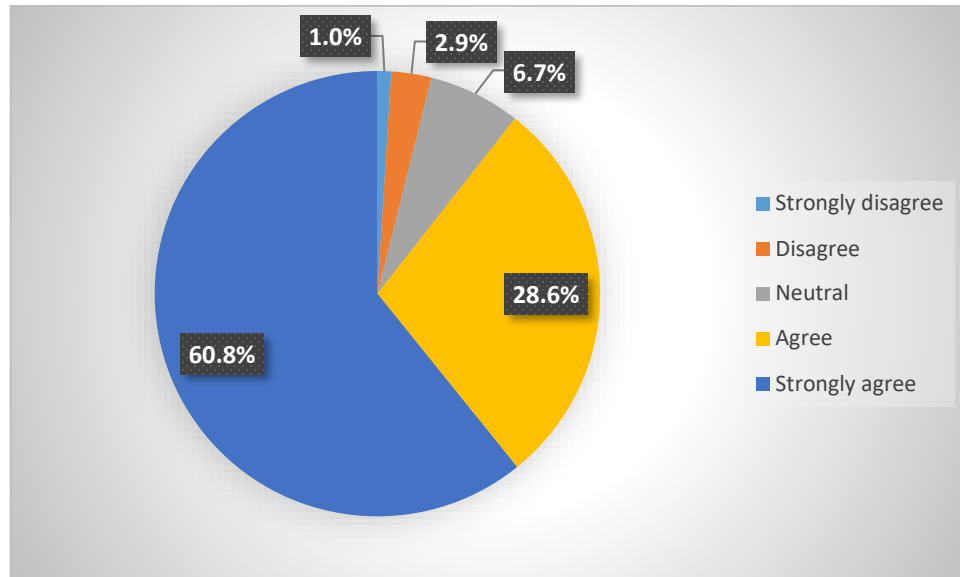


Figure 4.3. Understanding the information from the audio

Figure 4.3 illustrated participants' perspectives on the importance of note-taking for understanding information from audio sources. Among the 100 individuals who participated in the survey, a sizeable majority of them (60.8%) were in agreement, and 28.6% were in agreement that taking notes was essential for understanding audio content. On the other hand, only a small percentage of participants expressed disagreement or neutrality, with 2.9% indicating disagreement, 1.0% indicating strongly disagreeing, and 6.7% indicating neutrality. The value of taking notes as a learning aid was demonstrated by these findings, which highlighted the widespread acknowledgment among participants of the function that taking notes played in improving comprehension during activities that are based on audio. The response, which was overwhelmingly positive, indicated that the incorporation of note-taking procedured into educational processes in order to maximize the understanding and retention of material that was presented in audio formats.

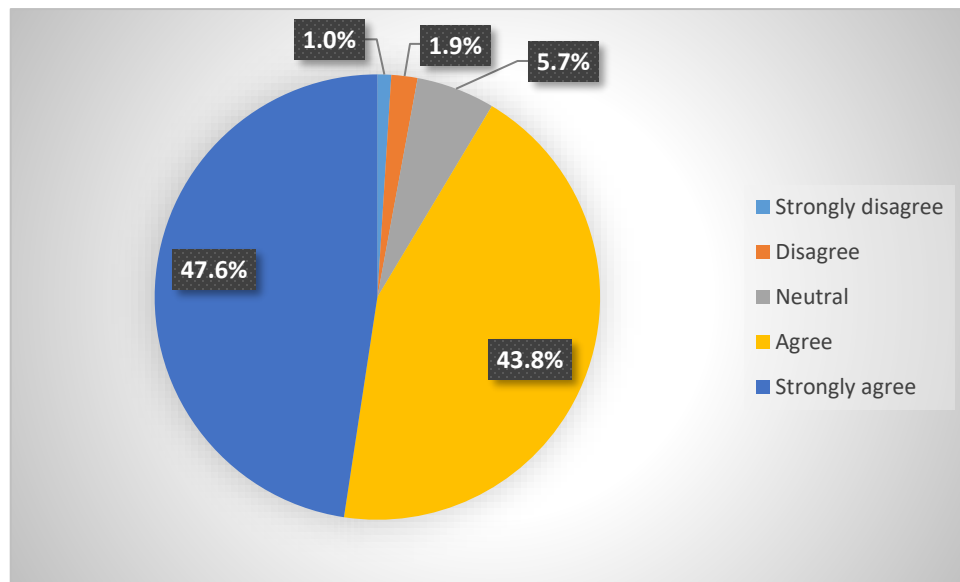


Figure 4. 4. The ability to answer the questions compared to not being able to take notes

The provided results chart explored participants' perceptions regarding the impact of note-taking on their ability to answer questions compared to not taking notes. Among 100 respondents, a significant majority (47.6%) strongly agreed, and 43.8% agreed that taking notes enhances their ability to answer questions. Meanwhile, only a small portion expressed disagreement or neutrality, with 1.9% disagreeing, 1.0% strongly disagreeing, and 5.7% remaining neutral. These outcomes indicated a widespread recognition among participants of the positive influence of note-taking on their ability to effectively respond to questions, highlighting the perceived importance of note-taking as a tool for improving comprehension, retention, and overall academic performance. The overwhelmingly positive response suggested a consensus on the value of note-

taking in facilitating learning and information recall, suggesting its continued integration into educational practices to optimize learning outcomes.

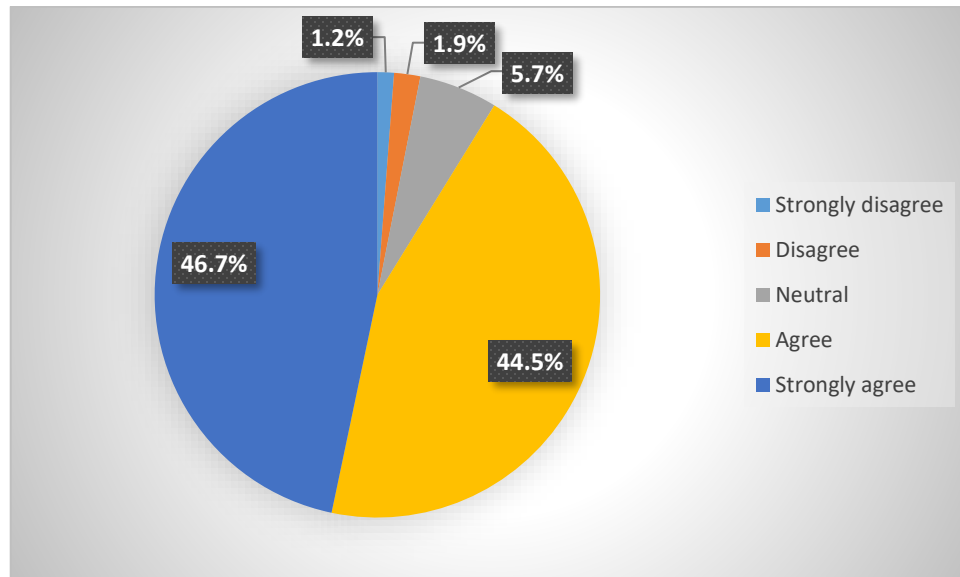


Figure 4. 5. Getting better grades

The results chart offered insights into participants' perceptions about how strategic and effective note-taking might improve studying practices and academic success. Out of the 100 respondents, 46.7% strongly agreed and 44.5% agreed that planned and effective note-taking lead to better studying and higher scores. On the other hand, a minor percentage of people disagreed or remain indifferent, with 1.9% expressing disagreement and 5.7% remaining neutral. The results showed that participants highly regarded careful and effective note-taking practiced as tools to enhance study habits and academic success. The highly favourable feedback highlighted the significance of note-taking tactics in enhancing learning results and underlined their value as essential elements of effective academic methods.

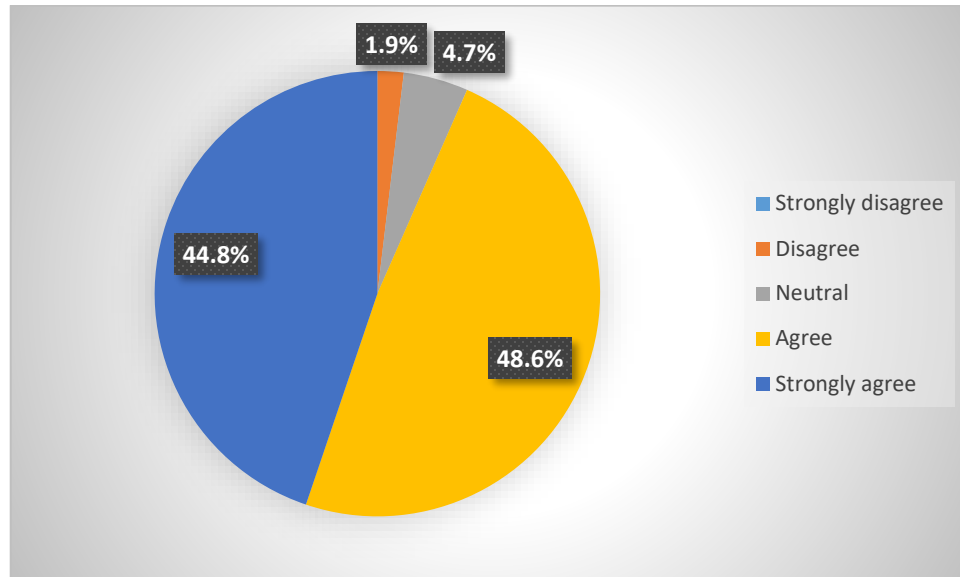


Figure 4. 6. Getting more success in listening courses

The results chart clarified participants' perceptions about the importance of effective note-taking for success in listening courses. Out of the 100 respondents, 44.8% strongly agreed and 48.6% agreed that taking adequate notes was crucial for success in listening classes. Conversely, a minor percentage of people disagreed or remained indifferent, with 1.9% expressing disagreement and 4.7% remaining neutral. The results expressed the common perception among participants in the crucial importance of efficient note-taking procedures for succeeding in listening-based courses. Many people strongly supported using intentional note-taking methods into educational procedures to enhance understanding, memory, and academic achievement in situations that emphasize listening. Simultaneously, developing note-taking skills while engaging in the process of listening enhanced students' performance in class.

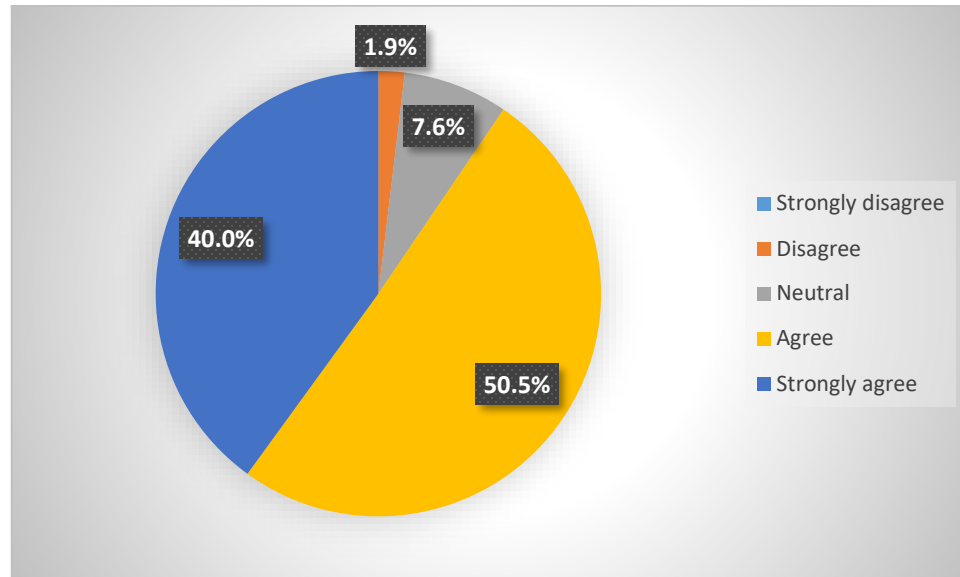


Figure 4. 7. Gaining more knowledge on the subject matter

The presented chart demonstrated participants' perceptions regarding the relationship between strategic note-taking in class and knowledge acquisition on the subject matter. Among the 100 respondents, a significant majority (40.0%) strongly agreed, and 50.5% agreed that the more strategic notes they took, the more knowledge they gain on the subject matter. Conversely, only a small proportion expressed disagreement or neutrality, with 1.9% disagreeing and 7.6% remaining neutral. The results highlighted that participants strongly believe in the effectiveness of strategic note-taking strategies to enhance information acquisition and understanding in academic environments. The overwhelmingly positive feedback emphasized the recognised significance of intentional note-taking methods in improving learning results and highlighted their value as crucial elements of effective study routines and academic performance.

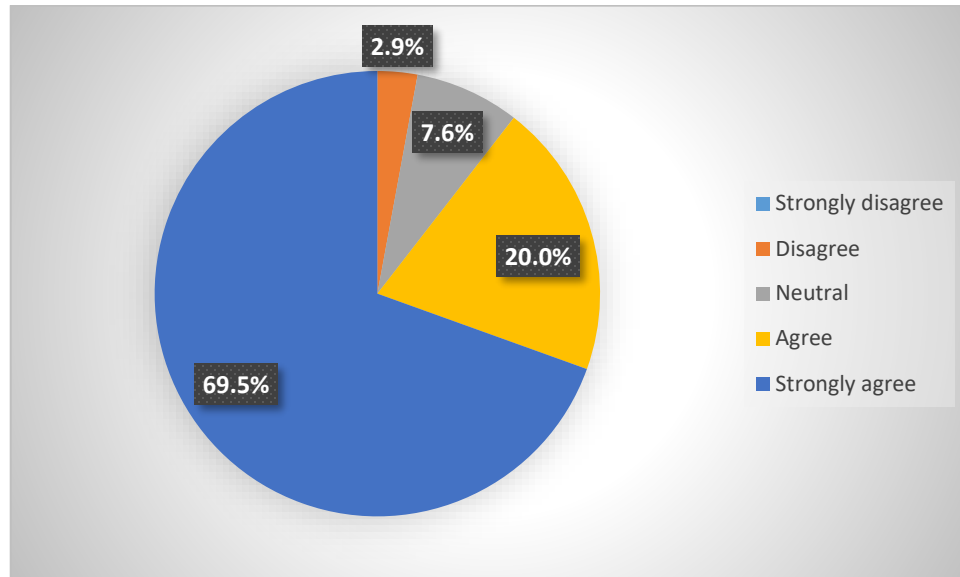


Figure 4. 8. Gaining information from the audio better

The results chart examined participants' opinions on the efficacy of note-taking in acquiring knowledge from auditory sources. 69.5% of the 100 respondents strongly agreed and 20.0% agreed that taking notes aids in recalling information from audio sources. Conversely, a small percentage of respondents disagreed or were neutral, with 2.9% expressing disagreement and 7.6% remaining neutral. The results showed that participants commonly believed that taking notes is effective for enhancing comprehension and retention of information provided in audio forms. The positive comments indicated the importance of note-taking strategies in improving learning outcomes and emphasized their critical role in promoting effective study habits, particularly in auditory learning settings.

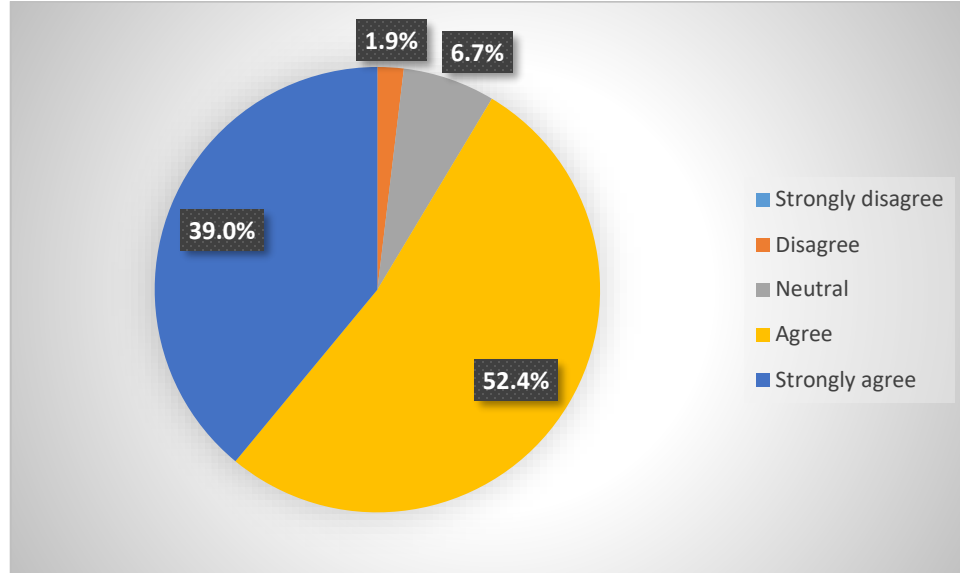


Figure 4. 9. Remembering the information from the audio

The results chart presented participants' perspectives on the role of note-taking in aiding memory retention of information from audio sources. Among the 100 respondents, a majority (39.0%) strongly agreed, and 52.4% agreed that note-taking helped them remember information from audio sources. Conversely, only a small percentage expressed disagreement or neutrality, with 1.9% disagreeing and 6.7% remaining neutral. The results highlighted the common perception among participants in the effectiveness of note-taking to help remember information provided in audio formats. The positive response highlighted the importance of note-taking methods in improving memory recall and stressed their essential role as vital tools for effective learning and comprehension, particularly in auditory learning environments.

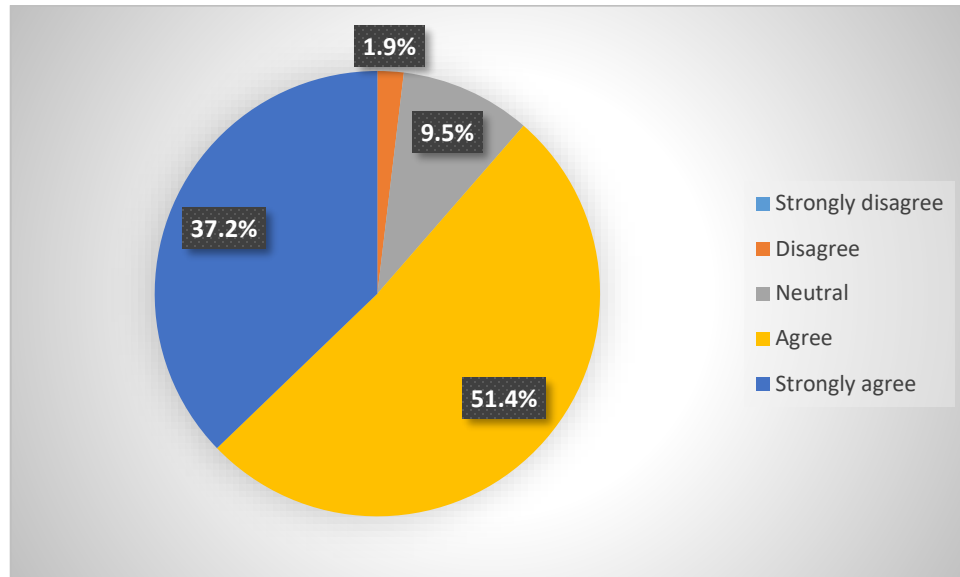


Figure 4. 10. Analyzing the information

The results chart showed participants' views on how note-taking aids in analysing information that is heard. Out of the 100 respondents, 37.2% strongly agreed and 51.4% agreed that note-taking helped in analysing auditory information. Furthermore, 9.5% remain indifferent on the matter, whilst only 1.9% disagreed. The results highlighted the common view among participants in the effectiveness of note-taking for analysing aural information. The positive feedback suggested the importance of note-taking techniques in enhancing critical thinking and analysis, emphasizing their vital role in effective learning and information processing, particularly in auditory learning settings.

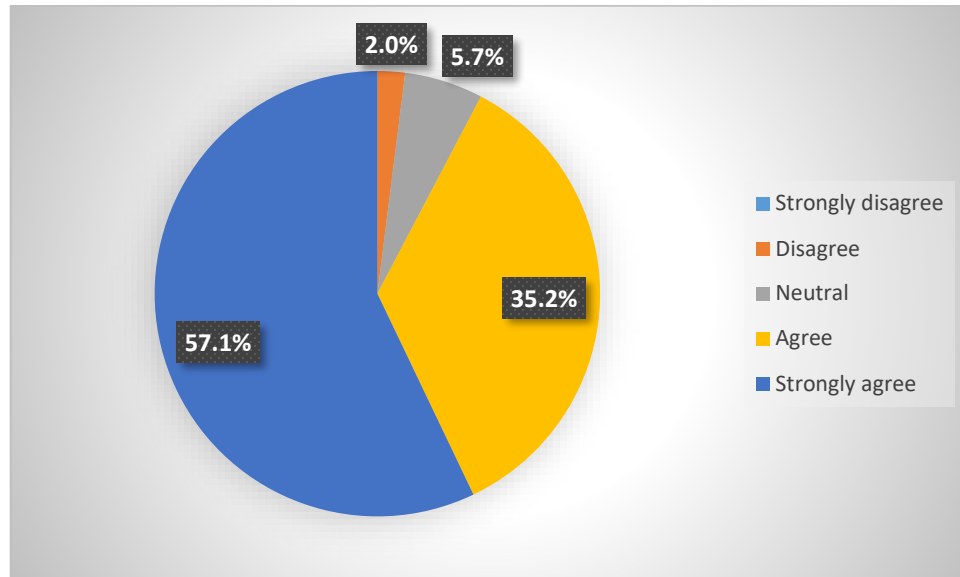


Figure 4. 11. Answering the question better

The results chart offered insights into participants' ideas about how note-taking can enhance their ability to answer questions. Out of the 100 respondents, 57.1% strongly agreed and 35.2% agreed that note-taking improves their ability to answer questions more effectively. Additionally, 5.7% remained indifferent on the matter, whilst only 2.0% disagreed. The results suggested the common perception among participants in the beneficial effect of note-taking procedures on their capacity to give thorough and precise answers to questions. The positive reception highlighted the importance of note-taking techniques in enhancing critical thinking and analysis, emphasizing their essential role in effective learning and information processing, particularly in auditory learning settings.

4.1.2. Benefits of note-taking techniques via teachers' perspectives

Siegel (2015) highlighted the significance of notetaking from a teachers' perspective as it can visually demonstrate a student's understanding of spoken

information. Additionally, it might serve as a tool to oversee a student's aptitude and capacity for learning. While the outcome of note-taking is important, it is possible that the actual method may be insufficiently developed. Teachers may presume that the second language (L2) user has already learned the skill of note-taking in L2. When responding the question relating to the role of note-taking techniques in enhancing students' listening comprehension skills, all responses acknowledge the importance of note-taking techniques in enhancing students' listening comprehension skills. Each response emphasizes the active role of note-taking in aiding students' engagement during listening activities. They all highlight the benefits of note-taking for better retention and comprehension of audio material. The responses stress the cognitive aspect of note-taking, emphasizing its role in scaffolding students' understanding and promoting critical thinking skills. Teachers' positive views on the importance of note-taking techniques are illustrated by the following excerpt:

"Note-taking techniques serve as active engagement tools that help students focus their attention during listening activities. By jotting down key points or keywords, students are better able to retain information and discern important details from the audio material, ultimately enhancing their listening comprehension skills." (Teacher 1-Interview)

"From my perspective, note-taking techniques act as cognitive aids that scaffold students' understanding of spoken language. By visually representing the auditory input, students can process and organize information more effectively, leading to improved comprehension of complex listening passages and conversations." (Teacher 2-Interview)

"I perceive note-taking techniques as essential strategies for developing students' metacognitive awareness during listening tasks. By encouraging students to reflect on their comprehension process and actively record relevant information, note-taking fosters critical thinking and self-monitoring skills, which are integral to effective listening comprehension." (Teacher 3-Interview)

"In my view, note-taking techniques play a dual role in enhancing students' listening comprehension skills. Firstly, they provide students with a tangible record of the audio content, allowing for later review and reinforcement of key concepts. Secondly, the act of note-taking promotes active engagement and deeper processing of the material, leading to more robust understanding and retention of the information presented." (Teacher 4-Interview)

These answers collectively provide a comprehensive perspective on the role of note-taking techniques in enhancing students' listening comprehension skills. Teacher 1 emphasized the active engagement aspect of note-taking, highlighting its role in helping students focus their attention and discern important details from audio material, thereby enhancing comprehension. Teacher 2 focused on the cognitive aspect of note-taking, portraying it as a scaffold for students' understanding of spoken language by visually representing auditory input, leading to improved comprehension of complex passages. Teacher 3 highlighted the metacognitive benefits of note-taking, emphasizing its role in fostering critical thinking and self-monitoring skills, which were crucial for effective comprehension. Lastly, Teacher 4 highlighted the multifaceted benefits of note-taking, including providing a tangible record for review and reinforcement and promoting active engagement and deeper processing of material, ultimately leading to enhanced understanding and retention. Together, these perspectives

emphasized the importance of note-taking as a effective strategy for improving listening comprehension skills.

When responding the question relating to the benefits of note-taking techniques in enhancing students' listening comprehension skills, all responses emphasized the active role of note-taking in students' learning process. Each response highlighted the benefits of note-taking for deepening understanding and improving retention of information. They all mentioned note-taking as a tool for developing important skills such as critical thinking, organization, and independent learning. The responses showed the value of note-taking as a reference tool for review and reinforcement of learning. Teachers' positive views on the benefits of note-taking techniques are illustrated by the following excerpt:

"Note-taking fosters active engagement and deepens students' understanding of the material. It also serves as a valuable reference tool for review and reinforcement of learning." (Teacher 1-Interview)

"By actively engaging with the material through note-taking, students develop critical thinking skills and improve their ability to discern main ideas from supporting details." (Teacher 2-Interview)

"Note-taking helps students become more self-directed learners by enabling them to capture, organize, and synthesize information independently." (Teacher 3-Interview)

"Incorporating note-taking into listening practice enhances students' retention and retrieval of information, ultimately leading to improved performance on assessments and real-world applications." (Teacher 4-Interview)

These answers collectively highlight the various benefits that note-taking techniques offered to students in the context of improving their listening skills.

Teacher 1 emphasized note-taking as a means to foster active engagement and deepen understanding, positioning it as a valuable reference tool for later review. Teacher 2 suggested the role of note-taking in developing critical thinking skills and facilitating the discernment of main ideas from supporting details, highlighting its active learning aspect. Teacher 3 focused on note-taking as a tool for promoting self-directed learning, enabling students to independently capture, organize, and synthesize information. Finally, Teacher 4 emphasized the practical benefits of note-taking, such as enhanced retention and retrieval of information, which can lead to improved performance in assessments and real-world applications. Collectively, these perspectives illustrated the multifaceted advantages of incorporating note-taking techniques into listening practice, ranging from cognitive engagement to autonomy and practical skill development.

Through qualitative interviews conducted with a group of EFL teachers, several key themes emerged. Firstly, teachers expressed a strong emphasis on the importance of note-taking skills in fostering active listening and comprehension among students. Nearly all teachers acknowledged the role of note-taking techniques as integral components of the listening skills curriculum, highlighting their effectiveness in facilitating student engagement and retention of key information. Secondly, teachers revealed varying levels of awareness and implementation of diverse note-taking methods within their instructional practices.

In summary, students and teachers agreed with the pivotal role note-taking plays in the learning process, emphasizing its active engagement and its varied benefits including deepening comprehension, enhancing retention of information,

and fostering critical thinking, organization, and independent learning skills. Both groups valued note-taking as a crucial reference tool for reinforcing learning through review. Nonetheless, while students may focus primarily on the immediate advantages like improved understanding and memory, teachers broadened the discussion to encompass the long-term development of essential skills and comprehensive learning outcomes. Teachers highlighted note-taking's function in cultivating active participation, fostering self-directed learning, and analytical capabilities, as well as its practical utility in real-world contexts. By recognizing the multifaceted advantages of integrating note-taking techniques into listening practice, they sought to enrich the learning environment, catering to cognitive engagement, autonomy, and practical skill development, thus enhancing the overall educational experience for students.

4.2. Challenges of note-taking techniques

4.2.1. Challenges of note-taking techniques via students' perspectives

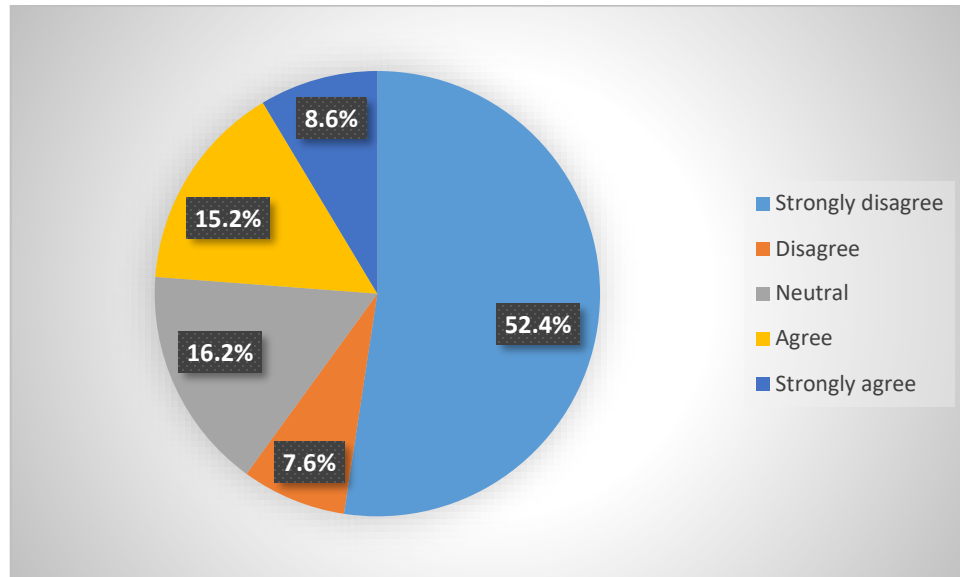


Figure 4. 12. Impact on students' concentration

The provided results chart explored participants' experiences with note-taking on a sheet of paper and its possible disruption of focus when absorbing audio-based information. Among the 100 respondents, a notable majority (52.4%) strongly disagreed, and 7.6% disagreed that note-taking on paper hinders their concentration. Additionally, 16.2% expressed neutrality, 15.2% agreed, and 8.6% strongly agreed with the statement. The statistics suggested that many participants do not think that taking notes on paper enhances their focus while processing audio information. A significant minority admitted to experiencing interference and highlighted the necessity for more research on the factors affecting the connection between note-taking methods and concentration levels while consuming information.

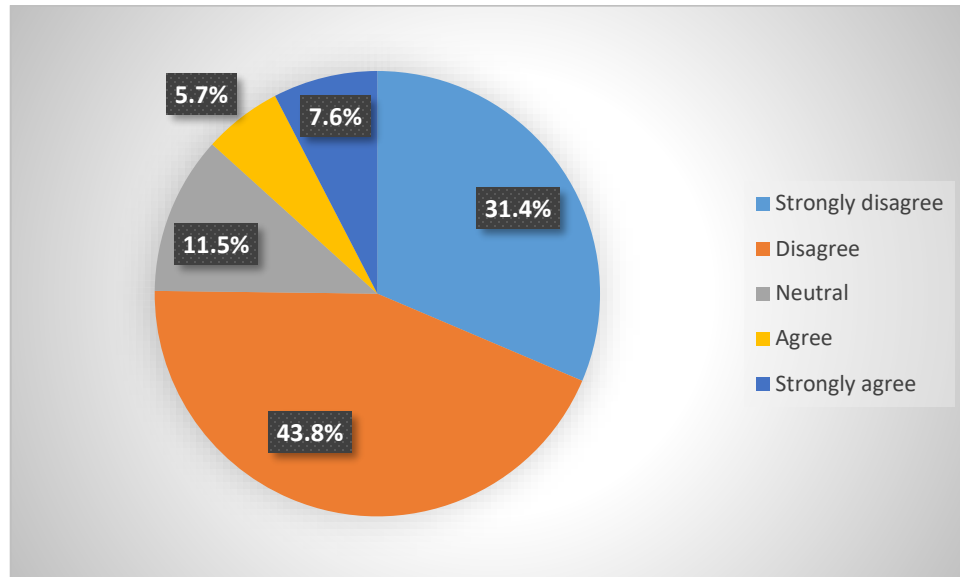


Figure 4. 13. Hindrance of giving the answers

The provided results chart examined participants' perceptions regarding the impact of note-taking on their ability to answer questions. Among the 100 respondents, 31.4% strongly disagreed and 43.8% disagreed that note-taking made it difficult to answer questions. Additionally, 11.5% expressed neutrality, while smaller proportions agreed (5.7%) or strongly agreed (7.6%) with the statement. The data indicated that participants generally believed that note-taking did not present substantial difficulties when answering questions. Nevertheless, a small percentage recognized experiencing some challenges, highlighting the necessity for additional research on the factors that impact the connection between note-taking methods and the ability to answer questions.

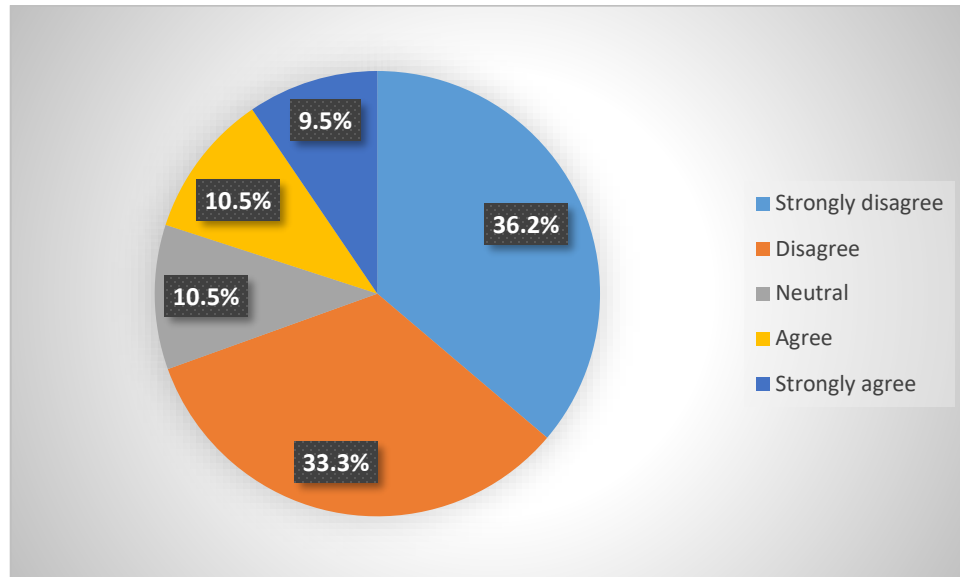


Figure 4. 14. Hindrance of information analysis from the audio

The results chart examined participants' views on how note-taking affects their capacity to analyse information from auditory sources. Out of the 100 respondents, 36.2% strongly disagreed and 33.3% disagreed that note-taking complicated the analysis of auditory information. Furthermore, 10.5% remain impartial, with lower percentages agreeing (10.5%) or strongly agreeing (9.5%) with the assertion. The results suggested that participants generally thought that taking notes did not significantly interfere their ability to evaluate auditory information. A small group acknowledged specific problems, indicating the need for more research on the factors influencing the relationship between note-taking techniques and information processing in audio-based learning environments.

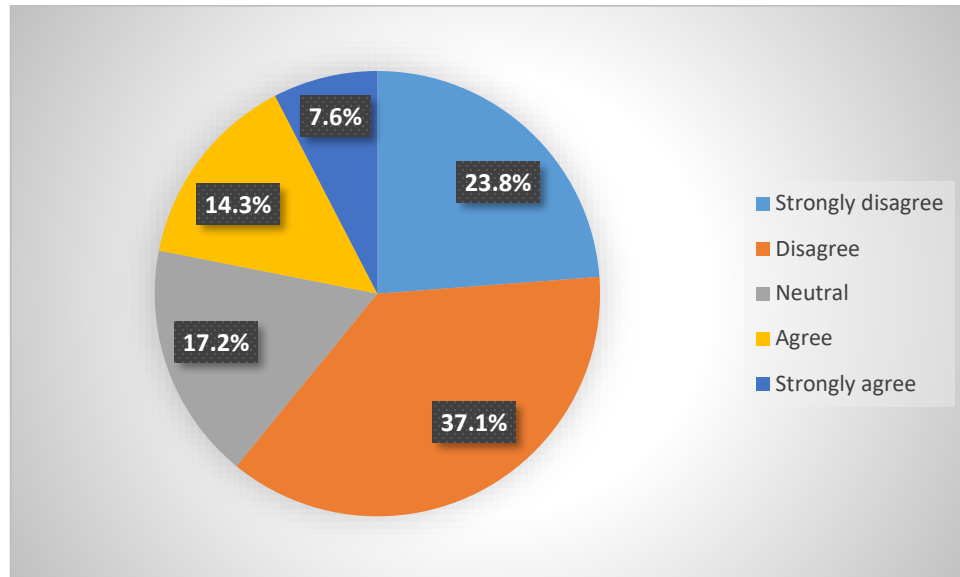


Figure 4. 15. Distraction from paying attention to the information from the audio

The provided results chart investigated participants' perceptions regarding the impact of note-taking during listening activities on their ability to pay attention to audio information. Among the 100 respondents, 23.8% strongly disagreed and 37.1% disagreed that note-taking in listening activities distracts them from paying attention to audio information. Moreover, 17.2% expressed neutrality, while smaller proportions agreed (14.3%) or strongly agreed (7.6%) with the statement. Participants in the study believed that taking notes does not greatly affect their ability to concentrate on audio information during listening tasks. Yet, a significant minority admitted to being somewhat distracted, suggesting differences in individual experiences and the necessity for more research on successful note-taking methods in auditory learning environments.

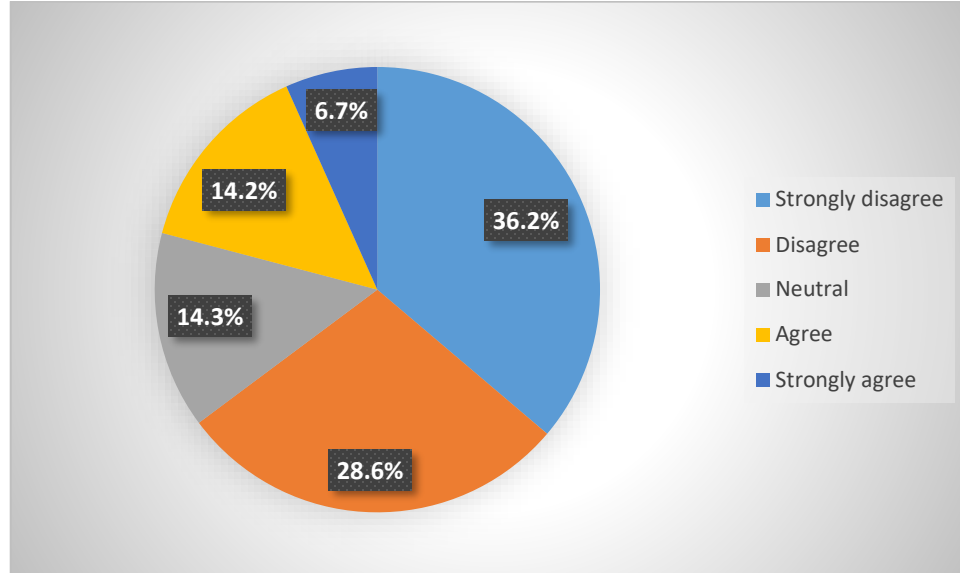


Figure 4. 16. Confusion of understanding the information from the audio

The presented results chart investigated participants' perceptions regarding the impact of note-taking during listening activities on their ability to understand audio information. Among the 100 respondents, 36.2% strongly disagreed and 28.6% disagreed that note-taking during listening makes them confused about the information from the audio. Additionally, 14.3% expressed neutrality, while smaller proportions agreed (14.2%) or strongly agreed (6.7%) with the statement. The findings demonstrated that participants generally believed that taking notes during listening activities did not cause difficulties in understanding audio content. Nevertheless, a small group admitted to being somewhat confused, suggesting differences in individual experiences and highlighting the necessity for more research on efficient note-taking methods to enhance understanding in auditory learning environments.

4.2.2. Challenges of note-taking techniques via teachers' perspectives

When addressing the inquiry regarding the challenges or obstacles of employing note-taking techniques to enhance students' listening comprehension

skills, all responses highlighted challenges related to the integration of note-taking techniques during listening activities. Each perspective addressed issues that stem from the dynamic interaction between listening and note-taking processes. The responses acknowledged the impact of note-taking challenges on students' comprehension and engagement with the material. They all suggested that students may require guidance and practice to overcome these obstacles effectively. The positive perspectives of teachers regarding the difficulties of note-taking techniques are vividly demonstrated through the following excerpt:

“One common challenge students face is the difficulty in striking a balance between actively listening to the audio and taking notes simultaneously. Some students may become overwhelmed trying to capture every detail, leading to a loss of focus on the main ideas and overall comprehension of the material.” (Teacher 1-Interview)

“I often find that students struggle with the speed of the audio compared to their note-taking abilities. They may feel pressured to keep up with the pace of the speech, resulting in rushed or incomplete notes. This can hinder their ability to capture key information and fully engage with the listening material.” (Teacher 2-Interview)

“Another challenge students encounter is the lack of effective note-taking strategies. Many students may not be familiar with different note-taking methods or may struggle to find a technique that works best for them. Without proper guidance and practice, students may find it challenging to organize their notes in a way that supports their understanding of the content.” (Teacher 3-Interview)

“I’ve noticed that some students struggle with the transition from passive listening to active engagement through note-taking. They may perceive note-

taking as an additional burden rather than a helpful tool for comprehension. Encouraging students to see note-taking as a valuable skill and providing opportunities for practice and feedback can help overcome this obstacle.”
(Teacher 4-Interview)

These answers collectively illuminated several key challenges students encounter when implementing note-taking techniques to enhance their listening skills. The first response identified the difficulty in balancing active listening with note-taking, which can lead to a loss of focus on main ideas. The second response suggested the challenge posed by the speed of audio relative to students' note-taking abilities, resulting in rushed or incomplete notes. The third response highlighted the lack of effective note-taking strategies among students, leading to difficulties in organizing information. Lastly, the fourth response addressed the transition from passive listening to active engagement through note-taking, emphasizing the need to shift students' perceptions of note-taking as burdensome to its role as a valuable comprehension aid. Collectively, these insights emphasized the multifaceted nature of the challenge that students face in effectively integrating note-taking into their listening practice and the importance of providing guidance and support to address these issues.

While some instructors actively encouraged experimentation with different techniques and provided guidance on effective note-taking strategies, others admitted to limited emphasis on explicit instruction in note-taking skills. Furthermore, teachers highlighted the need for ongoing professional development and collaborative efforts to enhance their capacity to support students in developing proficient note-taking habits. Overall, the findings showed the recognition of note-taking techniques as valuable tools for enhancing listening

skills development among students, while also revealing opportunities for further integration and refinement of instructional approaches within the English Listening Skills 2 course.

In summary, when examining students' and teachers' perspectives on the challenges of employing note-taking techniques to enhance listening comprehension skills, both groups identified obstacles linked to the integration of note-taking during listening activities. Each viewpoint addressed issues arising from the interplay between listening and note-taking processes, acknowledging their impact on students' comprehension and engagement. Teachers vividly illustrated the difficulties students encounter, highlighting challenges such as the struggle to balance active listening with note-taking, difficulties keeping pace with the speed of audio, lack of effective note-taking strategies, and the perception of note-taking as difficult rather than beneficial. These insights collectively revealed the multifaceted nature of the challenges students face in effectively integrating note-taking into their listening practice and emphasize the importance of providing guidance and support to address these issues.

4.3. Discussion

Research indicated that employing note-taking techniques in the listening classroom yields several advantages for both students and teachers. These include enhanced retention of information, improved comprehension of audio content, increased ability to answer questions, and a comparative advantage over those who do not take notes. Students can benefit greatly from this powerful learning method, as it allows them to maximize their learning potential. Students in the study affirmed that note-taking plays a vital role in listening class. This result is similar

to the findings in Movsesyan's (2015) research which revealed that note-taking during listening activities significantly impacted the listening comprehension skills of students. The research showed that a majority of students believed that taking strategic notes is indeed advantageous for enhancing class performance. Note-taking allowed students to exercise higher-order cognitive abilities as it necessitates attentiveness to the lecture, active listening to the instructor, decoding material, and paraphrasing it (Steimle et al., 2009). Khair, et.al (2013) also claimed that note-taking facilitates students to enhance their learning and outperform their peers. Findings also showed that note-taking assist students to remember the information better and help to focus attention. These findings were strongly supported by previous studies (Gur, et. al., 2013; Boch & Piolat, 2005). Results of the research also found that note-taking also helped students to answer the questions easier and effectively. This finding is consistent with the idea of Zohrabhi & Esfandyari's (2014) study which confirmed that note taking during listening is effective on learners' listening comprehension score so that the learners can complete their tasks easily. Similarly, Siegel (2015) also highlighted the advantages of note-taking for learners, as it allows them to create a record of information that can be used for future tasks and review. Clark et al. (2014) supported this idea, since they believed that the act of note-taking actively involves the listener in understanding the speaker's content. Note-taking is an important tool in learning listening skills which make students to arrange the information and construct mental representation of the material (Bui et, al. 2013), therefore, students should be encouraged to learn the value of strategic note-taking and find the balance between taking useful notes easily and effectively (Stacy & Cain, 2015).

The study findings also demonstrated the challenges that students encounter. Students might find that they are easily distracted during the listening process, difficult to answer the question, difficult to analyse the information, confused to understand the information. Teachers believed that students found difficult to balance between note-taking and listening. The result is consistent with Boyle's (2010) argument that students found challenging to balance active listening, comprehension, selecting important information and writing at once. These difficulties led to the problems impeding students' ability to take effective notes during lectures. Results of the study also reported challenges of note-taking techniques in listening classrooms such as the speed of audio-recordings, students; lost of concentration, etc. These were also reflected the idea of Flowerdew & Miller's (1992) study which showed the difficulties students had during the lecture the challenges of note-taking including the rapid pace of lecture delivery, unfamiliar language and concepts, and the difficulty in maintaining focus. These findings are also in line with current studies (Al-Musalli, 2015; Lewis & Reinders, 2003) which found note-taking in lectures problematic due to the rapid pace of information delivery. Moreover, three primary issues that students commonly encounter with note-taking such as student can't write down enough information, students can't read their own handwriting later, and hardly find time to go over their notes until just before the examination (Lewis & Reinders, 2003). Teachers also reported the lack of effective note-taking strategies which might negatively affect students' listening outcomes. This led to the suggestion that teachers should provide students with knowledge of note-taking techniques and how to use them effectively.

4.4. Summary

This chapter presented the key results collected from the outcomes of two main data collection tools: the benefits and challenges of note-taking techniques in listening classes as perceived by students and teachers as well as the comparison between teachers' and students' views on these issues based on data from questionnaires, interviews. Next chapter will summary the important results of this research and suggest pedagogical recommendations for further research.

CHAPTER 5: CONCLUSION

5.1. Recapitulation

Note-taking is definitely essential for the development of student's listening comprehension and their listening competency. This study was conducted to explore how teachers and students perceived note-taking and its effectiveness in listening lessons. Data were collected from student survey questionnaire and teacher semi-structured interviews. Research findings reported that note-taking techniques serve as indispensable tools in promoting the listening capabilities of second-year English major students. Through quantitative and qualitative analyses, the research highlights the profound impact of note-taking, ranging from its role in facilitating active engagement to fostering critical thinking and independent learning among students. Specially, both teachers and students confirmed the enormous benefits of this learning strategy. Research findings also showed the challenges that students had when taking notes in their listening lessons. Pedagogical recommendations are elaborated in the next section.

5.2. Pedagogical recommendations

Based on the results of study, there have been some recommendations to enhance the effectiveness of note-taking in particular and students' listening skills in general.

Firstly, among four English language skills, listening is a challenging skill to learn. Applying note-taking techniques facilitate students in their English learning and listening comprehension as well. Therefore, students should be aware of its importance and practice this method more often to enhance its effectiveness,

thus promoting their listening competency. More importantly, they should follow their teachers' guidance carefully and apply this method in a more relevant way.

Secondly, in listening lessons, teachers should suggest effective strategies and assist students to choose the appropriate ones. Teachers should demonstrate and give explanations of note-taking strategies. Furthermore, teachers should provide students with suitable materials and ask students to practice taking notes. Importantly, students' notes should be assessed by teachers to evaluate the accuracy of students' work. Consequently, students can realize the most suitable techniques and can apply them effectively in their listening lessons.

Thirdly, teachers' guidance is of great importance in language classrooms in general and in listening lessons in particular. In order to make students be aware of this learning strategy as well as help them to practice it, teachers should introduce students the ways to take notes effectively, instruct them how to use symbols, abbreviations, keywords, numbers, etc. to assist students to keep up better. Teachers should also instruct students how to make a balance between listening and taking notes and how to structure their notes.

Last but not least, it is crucial that teachers should keep up with updated technology as it can bring several new techniques for teaching and note-taking. Using digital devices is a valuable way to enhance the effectiveness of note-taking techniques. More importantly, a training course on note-taking strategies should be provided so that teachers can deeply understand these techniques, thus, they can instruct students effectively.

5.3. Limitations and suggestions for future research

This subsection presents the limitations of this research and suggestions for future research. First, because this study was carried out in a single university context, further case studies might be carried out in comparable contexts (e.g., in one public and one private educational institution) or in cross-cultural contexts (e.g., one Vietnamese university and one international university) to explore the various perspectives, opinions and preferences of participants in these universities and to make comparisons between them.

Second, this study focuses on examining EFL teachers' and English-major students' perspectives of note-taking techniques in listening classes. Further research could also investigate other students such as non-English major students' perspectives of this listening strategy.

Third, since this study emphasized note-taking techniques by longhand, another recommendation might be a study on teachers' and students' views on different digital note-taking tools and how they impact students' possibility to take notes.

Finally, in this research, data were collected through teacher interviews and student survey questionnaire to report teachers' and students' opinions and attitudes of note-taking techniques. Further research might be a study with data collected from observations to show how note-taking techniques are applied in actual classes.

REFERENCES

- A. Krause, & H. Brown (Eds.), *JALT2014 Conference Proceedings*. Tokyo: JALT
- Al-Ghazo, A. (2023). The Impact of Note-Taking Strategy on EFL Learners' Listening Comprehension. *Theory and Practice in Language Studies, 13*(5), 1136-1147.
- Al-Musalli, A. M. (2015). Taxonomy of lecture note-taking skills and subskills. *International Journal of Listening, 29*(3), 134-147.
- Anderson, A., & Lynch, T. (1988). *Listening*. Oxford University Press
- As' ari, C. (2018). Learning Note-Taking Techniques to Improve Listening Skills. *English Education Journal, 9*(1), 68-81.
- Austin, J. L., Lee, M. G., & Carr, J. P. (2004). The effects of guided notes on undergraduate students' recording of lecture content. *Journal of Instructional Psychology, 31*(4), 314-320.
- Austin, J. L., Lee, M. G., Thibeault, M. D., Carr, J. E., & Bailey, J. S. (2002). Effects of guided notes on university students' responding and recall of information. *Journal of Behavioral Education, 11*(4), 243-254.
- Boch F. and Piolat A. (2005) Note Taking and Learning: A Summary of Research. *The WAC Journal, Vol 16*, 101-113.
- Boyle, J. R. (2010). Strategic note-taking for middle-school students with learning disabilities in science classes. *Learning Disability Quarterly, 33*(2), 93-109.
- Buck, G. (2001). *Assessing listening*. Cambridge University Press.
- Bui, D. C., Myerson, J., & Hale, S. (2013). Note-taking with computers: Exploring alternative strategies for improved recall. *Journal of Educational Psychology, 105*(2), 299.

- Carrell, P. L. (2007). Notetaking strategies and their relationship to performance on listening comprehension and communicative assessment tasks. *ETS Research Report Series*, 2007(1), i-60.
- Carter, J. F., & Van Matre, N. H. (1975). Note taking versus note having. *Journal of Educational Psychology*, 67(6), 900.
- Chambers, E., & Northedge, A. (1997). *The arts good study guide*. London, England: The Open University
- Chang, W. C., & Ku, Y. M. (2015). The effects of note-taking skills instruction on elementary students' reading. *The Journal of Educational Research*, 108(4), 278-291.
- Chen, C. M., & Chien, L. C. (2020). The Effects of Sharing Selection, Organization, Association, and Regulation (SOAR) Study Note on Learners' Reading Comprehension and Reading Anxiety. *Journal of Library & Information Studies*, 18(2).
- Clark, M., Wayland, S., Osthus, P., Brown, K. G., Castle, S., & Ralph, A. (2014). The effects of note taking on foreign language listening comprehension. *University of Maryland Center for Advanced Study of Language*.
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education* (8th ed.). Taylor & Francis Group.
- Collins, K. M., Onwuegbuzie, A. J., & Sutton, I. L. (2006). A model incorporating the rationale and purpose for conducting mixed-methods research in special education and beyond. *Learning disabilities: a contemporary journal*, 4(1), 67-100.
- Crawford, M. (2015). A study on note taking in EFL listening instruction. In *JALT2014 Conference Proceedings*. Tokyo: JALT (pp. 416-424).

- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). Pearson
- Dewitt, S. (2007). The effects of note-taking and mental rehearsal on memory. *Journal of Undergraduate Psychological Research*, 6(2), 46-49.
- DeZure, D., Kaplan, M., & Deerman, M. A. (2001). Research on student notetaking: Implications for faculty and graduate student instructors. *CRLT Occasional Papers*, 16, 1-7.
- Di Vesta, F. J., & Gray, G. S. (1973). Listening and note taking: II. Immediate and delayed recall as functions of variations in thematic continuity, note taking, and length of listening-review intervals. *Journal of educational psychology*, 64(3), 278.
- Downs, J. D. (2008). *Listening Skills Training*. USA: ADTS Press
- Dunkel, P. (1988). The content of L1 and L2 students' lecture notes and its relation to test performance. *Tesol Quarterly*, 22(2), 259-281.
- Dunkel, P., & Davey, S. (1989). The heuristic of lecture notetaking: Perceptions of American and international student regarding the value and practice of notetaking. *English For Specific purposes*, 8, 33-50.
- Ezekeke, E. C., Lawal, R. A., & Bello, Y. (2022) Lecturers' Perception of the Note-Taking Challenges of College of Education Students in Kwara State, Nigeria. *Journal of Lexicography and Terminology*, 6(1), pp. 1-17
- Field, J. (2008). Revising segmentation hypotheses in first and second language listening. *System*, 36(1), 35-51.
- Flowerdew, J. & Miller, L. (1992). Student perception, problems and strategies in second language lecture comprehension. *Regional English Language*

Centre Journal, 23(2), 60-80.
<https://doi.org/10.1177/003368829202300205>

- Flowerdew, J. (1994). Research of relevance to second language lecture comprehension: An overview. *Academic listening: Research perspectives*, 7, 29.
- Fredricks, J. A., & McColskey, W. (2012). The measurement of student engagement: A comparative analysis of various methods and student self-report instruments. In *Handbook of research on student engagement* (pp. 763-782). Boston, MA: Springer US.
- Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*, 204(6), 291-295. <https://doi.org/10.1038/bdj.2008.192>
- Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(2), 165-182.
- Greene, J. C. (2007). *Mixed methods in social inquiry* (Vol. 9). John Wiley & Sons.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1989). Toward a conceptual framework for mixed-method evaluation designs. *Educational evaluation and policy analysis*, 11(3), 255-274.
- Gur, T., Dilci, T., Coskun, İ., & Delican, B. (2013). The impact of note-taking while listening on listening comprehension in higher education context. *International Journal of Academic Research*, 5(1).
- Hadijah, S., & Shalawati, S. (2016). A study on listening skills and perspectives to first year students at English department of academic year 2015/2016. *J-SHMIC: Journal of English for Academic*, 3(2), 70-80.

- Hamouda, A. (2013). An investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. *International journal of academic research in progressive education and development*, 2(2), 113-155.
- Hartley, J. (2002). Notetaking in non-academic settings: a review. *Applied Cognitive Psychology: The Official Journal of the Society for Applied Research in Memory and Cognition*, 16(5), 559-574.
- Hasan, A. S. (2000). Learners' perceptions of listening comprehension problems. *Language Culture and Curriculum*, 13(2), 137-153.
- Hayati, A. M., & Jalilifar, A. (2009). The impact of note-taking strategies on listening comprehension of EFL learners. *English Language Teaching*, 2(1), 101-111.
- Haydon, T., Mancil, G. R., Kroeger, S. D., McLeskey, J., & Lin, W. Y. J. (2011). A review of the effectiveness of guided notes for students who struggle learning academic content. *Preventing School Failure: Alternative Education for Children and Youth*, 55(4), 226-231.
- Henrie, C. R., Bodily, R., Manwaring, K. C., & Graham, C. R. (2015). Exploring intensive longitudinal measures of student engagement in blended learning. *International Review of Research in Open and Distributed Learning*, 16(3), 131-155.
- Howe, M. J. (1976). What is the value of taking notes?. *Improving College and University Teaching*, 24(1), 22-24.
- İpek, H. (2018). Perceptions of ELT Students on Their Listening and Note Taking Skills. *International Online Journal of Education and Teaching*, 5(1), 206-217.

- Isaksson, G. (2019). Notetaking During Listening Lessons: English Teachers' Attitudes Toward Notetaking and Notetaking Teaching During Listening Lessons at Swedish upper secondary schools.
- Khair, I., & Syukri, M. A. (2018). The effect of note-taking techniques in Massive Open Online Course (MOOC) towards listening comprehension of English department students. *Anglicist*, 7(1), 57-66.
- Kiewra, K. A. (1989). A review of note-taking: The encoding-storage paradigm and beyond. *Educational Psychology Review*, 1, 147-172.
- Kiewra, K. A., Benton, S. L., Kim, S. I., Risch, N., & Christensen, M. (1995). Effects of note-taking format and study technique on recall and relational performance. *Contemporary Educational Psychology*, 20(2), 172-187.
- Kiewra, K. A., & Benton, S. L. (1988). The relationship between information processing ability and note-taking. *Contemporary Educational Psychology*, 13, 33-44. [https://doi.org/10.1016/0361-476X\(88\)90004-5](https://doi.org/10.1016/0361-476X(88)90004-5)
- Kobayashi, K. (2005). What limits the encoding effect of note-taking? A meta-analytic examination. *Contemporary Educational Psychology*, 30(2), 242-262.
- Koren, S. (2007). Listening to Lecture in L2: Taking Notes in L1. *TESL-EJ*, 2 (4)
- Lee, C. N. (1986). Improving listening skills: some strategies and materials. *Journal Pengajaran dan Pembelajaran Bahasa*, 3, 26-37.
- Lewis, M & Reinders, H. (2003). Study skills for speakers of English as a second language.
- Manurung, I. D. (2023). Note taking on listening in academic context: EFL students' perception. *Cendikia: Media Jurnal Ilmiah Pendidikan*, 14(1), 1-6.

- Morgan, D. L. (2007). Paradigms lost and pragmatism regained: Methodological implications of combining qualitative and quantitative methods. *Journal of mixed methods research*, 1(1), 48-76.
- Movsesyan, A. (2015). The Impact of Note-taking on Learners' Listening Comprehension Skills (Doctoral dissertation).
- Nation, I.S.P and Jonathan Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. Routledge: New York.
- Nguyễn, D. N., Trần, T. Y., & Trần, N. L. (2020). Phát triển kỹ năng ghi chú cho sinh viên chuyên ngành tiếng Anh thông qua nghe tin tức tiếng Anh= Developing the skill of taking notes for English majors through listening to English news.
- Nguyen, N. H. (2006). Note taking and sharing with digital pen and paper. *Unpublished thesis, Norwegian University of Science and Technology and Information Science*.
- Nguyen, T. T. H. (2011). Note-taking strategies employed by level 3 students at International School, Vietnam National University, Hanoi while listening to the book Lecture Ready 2 (Doctoral dissertation, University of Languages and International Studies).
- Nguyen, T.D.,& Nguyen, T.L.T (2020). Using note-taking to improve English listening comprehension for the first year non-major students. *Journal of language and life*, 11b-305, 185-189.
- Nushi, M., & Orouji, F. (2020). Investigating EFL teachers' views on listening difficulties among their learners: The case of Iranian context. *Sage Open*, 10(2), 2158244020917393.

- Orlikowski, W. J. (1992, December). Learning from notes: Organizational issues in groupware implementation. In *Proceedings of the 1992 ACM conference on Computer-supported cooperative work* (pp. 362-369).
- Ozbay, M. (2005). Listening Education as a Language Skill. *Bir Dil Becerisi Olarak Dinleme Eğitimi*. Ankara: Akcag Publications. Ankara: Akçağ Yayınları.
- Pauk, W., & Owens, R. J. Q., (2011). How to study in college. Boston, MA: Wadsworth, Cengage Learning
- Piolat, A., Olive, T., & Kellogg, R. T. (2005). Cognitive effort during note taking. *Applied Cognitive Psychology*, 19(3), 291-312.
- Qu, S. Q., & Dumay, J. (2011). The qualitative research interview. *Qualitative Research in Accounting & Management*, 8(3), 238-264. <https://doi.org/10.1108/11766091111162070>
- Rixon, S. 1986. *Developing listening skills*. London: Macmillan Publishers Ltd
- Rost, M. (2002). Listening tasks and language acquisition. In *Memorias del Congreso JALT 2002* (pp. 18-28).
- Rost, M. (2002). *Teaching and researching listening*. London. Longman
- Rost, M., & Candlin, C.N. (1991). *Listening in Language Learning* (1st ed.). Routledge. <https://doi.org/10.4324/9781315846699>
- Salame, I. I., & Thompson, A. (2020). Students' Views on Strategic Note-taking and its Impact on Performance, Achievement, and Learning. *International Journal of Instruction*, 13(2), 1-16. <https://doi.org/10.29333/iji.2020.1321a>
- Scott, G. (2001). The voice of the customer: Is anyone listening?. *Journal of Healthcare Management*, 46(4), 221-223.

- Siegel, J. (2015). A pedagogic cycle for EFL notetaking. *ELT Journal*, 70(3), 275–286.
- Soumokil, J. C., Nikijuluw, R. C., & Lekatompessy, F. M. (2021). Students' Perception toward the Use of Note-Taking Strategy in Listening Class. *Journal of Applied Linguistics, Literature and Culture*, 1.
- Spires, H. A., & Stone, P. D. (1989). The directed notetaking activity: A self-questioning approach. *Journal of Reading*, 33(1), 36-39.
- Stacy, E. M., & Cain, J. (2015). Note-taking and handouts in the digital age. *American journal of pharmaceutical education*, 79(7), 107.
- Stahl, N. A., King, J. R., & Henk, W. A. (1991). Enhancing students' notetaking through training and evaluation. *Journal of Reading*, 34(8), 614-622.
- Steimle, J., Brdiczka, O., & Mühlhäuser, M. (2009). Collaborative paper-based annotation of lecture slides. *Journal of Educational Technology & Society*, 12(4), 125-137.
- Tashakkori, A., & Teddlie, C. (2010). Putting the human back in “human research methodology”: The researcher in mixed methods research. *Journal of mixed methods research*, 4(4), 271-277.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage.
- Titsworth, B. S., & Kiewra, K. A. (2004). Spoken organizational lecture cues and student notetaking as facilitators of student learning. *Contemporary Educational Psychology*, 29(4), 447-461.
- Underwood, M. (1989). *Teaching listening*. New York: Longman

- Ur, P. (2007). *Teaching listening comprehension*. Cambridge: Cambridge University Press
- Van der Meer, J. (2012). Students' Note-Taking Challenges in the Twenty-First Century: Considerations for Teachers and Academic Staff Developers. *Teaching in Higher Education*, 17, 13-23.
<http://dx.doi.org/10.1080/13562517.2011.590974>
- Vandergrift, L. (2002). *Listening: theory and practice in modern foreign language competence*. Good Practice Guide.
- Wolvin, A. D., & Coakley, C. G. (1985). *Listening*. Wm. C. Brown Publishers, 2460 Kerper Blvd., Dubuque, IA 52001.
- Yildirim, S., & Yildirim, Ö. (2016). The importance of listening in language learning and listening comprehension problems experienced by language learners: A literature review. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(4), 2094-2110.
- Yildiz, N., & Albay, M. (2015). Factors Affecting Listening Comprehension and Strategies for Improvement: A Case Study. *International Journal of Social Sciences & Educational Studies*, 2(1), 20.
- Zohrabi, M. (2013). Mixed Method Research: Instruments, Validity, Reliability and Reporting Findings. *Theory and Practice in Language Studies*, 3, 254-262.
<http://dx.doi.org/10.4304/tpls.3.2.254-262>
- Zohrabi, M., & Esfandyari, F. (2014). The impact of note taking on the improvement of listening comprehension of Iranian EFL learners. *International Journal of English Language and Literature Studies*, 3(2), 165-175.

APPENDICES

APPENDIX 1. Questionnaire used to collect data

This questionnaire has been developed to conduct research concerning note-taking. Anonymously (not writing your name), please kindly read each of its items very carefully and mark only one of the ranks honestly.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Section 1	Benefits students get toward note-taking in listening activity at listening class					
1	Note-taking is important for me to better comprehend information from the audio in the listening activity					
2	Note-taking is important for me to remember information better from the audio in a listening activity					
3	Note-taking is important for me to understand the information from the audio					
4	Taking notes improves my ability to answer the					

	questions compared to not being able to take notes.					
5	I believe taking notes strategically and effectively helps me study better and get better grades in my classes					
6	I believe that proper note taking ensures my success in listening courses					
7	I believe the more strategic notes I take in class, the more knowledge I gain on the subject matter					
8	Note-taking helps me to gain information from the audio better					
9	Note-taking helps me to remember the information from the audio					
10	Note-taking helps me to analyze the information I heard					
11	Note-taking helps me to answer the question better					
Section 2	The difficulties students get toward note-taking in listening activity at listening class					
12	Note-taking on a sheet of paper interfered with my concentration during heard					

	the information from the audio					
13	Note-taking makes me difficult to answer the question					
14	Note-taking makes me difficult to analyze the information from the audio					
15	Note-taking in listening activity distracted me from paying attention to the information from the audio					
16	Note-taking during listening makes me confused to understand the information from the audio					

Accordingly from Karadas, et al. 2009 & Murakami, A. 2014

APPENDIX 2. Interviews

1. Background Information:

1. What is your highest academic degree?
2. When did you start your teaching career?
3. What motivated you to become an English teacher?
4. What levels of English have you been teaching?
5. How long have you been working at this university?
6. Do you have experience in teaching major, or non-major students or both?

2. Interview questions:

1. From your perspective, what are the primary advantages of encouraging students to use note-taking techniques during listening activities?

2. How does incorporating note-taking into listening exercises contribute to students' comprehension and retention of information?

3. In your experience, what role does note-taking play in fostering active engagement and participation among students during listening tasks?

4. In what ways do you believe encouraging note-taking helps prepare students for academic and real-world listening contexts?

5. What potential challenges or drawbacks do you see associated with students using note-taking techniques during listening activities?

Other ideas:.....

3. Transcript

This is the transcript for interview 1. Teacher 1 had participated in a semi-structured interview on 5th September 2024. Some details have been changed to protect her identity.

Interview 1:

A: Thank you for joining us today. Let's start with some background questions. What is your highest academic degree?

B: My highest academic degree is a Master's in English Teaching.

A: When did you start your teaching career?

B: I began my teaching career seven years ago, right after completing my Bachelor's degree.

A: What motivated you to become an English teacher?

B: My passion for literature and language drove me towards teaching. I find immense satisfaction in helping students appreciate the beauty and power of the English language.

A: What levels of English have you been teaching?

B: I have experience teaching English at various levels, including beginner, intermediate, and advanced.

A: How long have you been working at this university?

B: I have been working at this university for three years now.

A: Do you have experience in teaching major, or non-major students or both?

B: I have experience teaching both major and non-major students. I've taught English to students from various disciplines, including those majoring in English and those from other fields.

A: From your perspective, what are the primary advantages of encouraging students to use note-taking techniques during listening activities?

B: Note-taking fosters active engagement and deepens students' understanding of the material. It also serves as a valuable reference tool for review and reinforcement of learning.

A: How does incorporating note-taking into listening exercises contribute to students' comprehension and retention of information?

B: Note-taking encourages students to identify important points and organize them in a way that makes sense to them. This process reinforces their understanding of the content and improves their ability to remember it later.

A: In your experience, what role does note-taking play in fostering active engagement and participation among students during listening tasks?

B: Note-taking keeps students involved in the learning process by giving them a task to focus on. It encourages them to listen attentively and participate actively to ensure they capture the relevant information.

A: In what ways do you believe encouraging note-taking helps prepare students for academic and real-world listening contexts?

B: Note-taking is a valuable skill in both academic and real-world settings. By practicing note-taking during listening activities, students develop the ability to

extract key information efficiently, which is essential for success in academic studies and professional endeavors.

A: What potential challenges or drawbacks do you see associated with students using note-taking techniques during listening activities?

B: One common challenge students face is the difficulty in striking a balance between actively listening to the audio and taking notes simultaneously. Some students may become overwhelmed trying to capture every detail, leading to a loss of focus on the main ideas and overall comprehension of the material.