APPLYING THE NOTE-TAKING METHOD TO ENHANCE LISTENING COMPREHENSION SKILLS FOR SECOND-YEAR ENGLISH LANGUAGE TEACHER EDUCATION STUDENTS AT VINH UNIVERSITY

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ARTICLE INFORMATION

OPEN ACCESS

ABSTRACT

This study was an attempt to investigate the effectiveness of the note-taking method on the listening performance of second-year English language teacher education students in the Foreign Languages Department and their feedback on the application of the note-taking method. The experimental study was conducted with a class of forty-four second-year students majoring in English language teacher education at Vinh University. The participants were divided into a pilot group and a control group. A mixed-method intervention design was applied, in which data were collected from pre-test, post-test, and semi-structured interviews. The results of statistical analysis, topic analysis, and comparison of data sets from tools showed that second-year English language teacher education students using the note-taking method performed better than those in the control group. More specifically, students in the experimental group made significant progress on test results after applying this note-taking method. The results also revealed that most students gave positive feedback on the use of the note-taking method. Although research results are limited due to speaking speed and many other factors, the note-taking method should be used in teaching listening skills to English language teacher education students with some suggested notes.

Keywords: Note-taking method; mixed-method intervention design; positive feedback; listening comprehension skill; FLD students; significant progress.

1. Introduction

In the context of global integration, the growing importance of learning foreign languages, particularly English, is evident in Vietnam where English has become a compulsory subject from primary to university levels. Despite a continuous improvement in students' language proficiency, learners face challenges in all language skills, with listening comprehension posing a significant hurdle, especially for Vietnamese students. Scarcella and Oxford's research suggests that students' limited exposure to various listening activities and ineffective communication in English contribute to anxiety in listening comprehension (1992).

Proficient listening skills are crucial for improving pronunciation, confidence in oral communication, and enhancing vocabulary and grammar understanding. However, the teaching and learning English language skills, including listening, face challenges due to resource allocation issues. Primary and secondary school teachers often prioritize reading and grammar over listening and speaking skills, resulting in difficulties for students, including future English teachers.

Listening comprehension, involving the ability to formulate hypotheses and predictions, is particularly challenging to develop (Vandergrift, 1997). Second-year English language teacher education students at Vinh University experience difficulties in listening comprehension, as evidenced by survey results and exam scores, which are lower than reading and writing skills. Therefore, this research project aims to experimentally assess the effectiveness of implementing the note-taking method to support and enhance listening comprehension skills among these students.

Research Questions:

1. What is the impact the note-taking method may have on the academic performance of listening comprehension skills for second-year English language teacher education students at Vinh University?

2. What are second-year English language teacher education students' attitudes toward using note-taking method to improve their listening comprehension skills at Vinh University?

2. Literature review

2.1. Listening Comprehension

Listening comprehension, a foundational element in language acquisition, involves the focused process of receiving and deriving meaning from auditory stimuli, as defined by Scarcella and Oxford (1992). Comprehension, described by Rost (2002), is the linkage of language to concepts in memory and real-world relationships. It is considered as the primary objective of the listening skill, prioritized by the listener, and often the purpose of listening itself. Lynch (1996) emphasizes that for language learners, clear comprehension is integral to information assimilation and progression in language learning.

Successful listening goes beyond understanding word by word; it entails constructing meaning to satisfy the listener's purpose. Nunan (1989) notes that active listening involves memorizing the meaning of heard information rather than passively recording encoded forms, utilizing selective attention and feedback. Anderson and Lynch (1988) illustrate that listeners, like those to music, are not mere recording devices but selectively attend to what is interesting, important, or comprehensive within a given context.

The ultimate goal of listening comprehension is to understand the conveyed message, yet interpretations may vary among individuals based on personal and societal backgrounds. The dynamic nature of listening involves active engagement, selective attention, and the construction of meaning, highlighting its complexity beyond a mere decoding of words.

2.2. Note-taking method

The note-taking method is a valuable technique that aids active listening, enhances comprehension, and improves information retention. Nguyen Thi Thu Huyen

(2017) identifies effective note-taking strategies in "Introducing some recording measures to improve the listening comprehension skill for pre-college students." These strategies include:

- *Cornell method*: This systematic approach involves dividing note paper into sections for cues/questions, notes, and summarizing key points. The structured format helps students organize and synthesize information for easier review and study.

- *Mapping method*: This method utilizes visual mapping techniques to create diagrams showing hierarchical relationships between ideas, concepts, and details, particularly benefiting visual learners.

- *Charting method*: The method organizes information into charts or tables to promote clarity and categorization, aiding in comparing and contrasting elements within data-rich material.

- *Outlining method*: By creating a structured outline with headings and subheadings, this approach allows for logical organization of information, effective for summarizing complex content and identifying main concepts.

The significance of note-taking lies in its support for active listening during lectures or presentations. By employing the aforementioned note-taking strategies, students actively engage with the materials, extract essential information, and synthesize it for easier review. Note-taking enhances overall listening comprehension skills by encouraging active processing and analysis, leading to improved retention and understanding of content.

2.3. Prior studies related to applying the note-taking method to enhance listening comprehension skills

Numerous international studies have explored the note-taking method and its impact on the listening proficiency of foreign language learners, particularly in English studies at overseas universities. One of the noteworthy research is the investigation by Majid Hayati (2009) and colleagues at Shahid Chamran University located in Ahvaz, which is the capital city of Khuzestan province in southwestern Iran. The study revealed a significant correlation between structured note-taking methods, such as the Cornell method, and improved listening comprehension abilities of undergraduate students majoring in English Translation. The study divided participants into three groups: uninstructed note-takers, Cornell note-takers, and non-note-takers, all of whom took part in a simulated TOEFL proficiency test. The study suggested that structured note-taking methods could help students better organize and retain information from spoken language, leading to improved comprehension.

Tsai-Fu and Yongan Wu (2010) underlined the worth and significance of explicit, prolonged note-taking teaching for lower-intermediate level EFL learners in another study done in China. Additionally, it recommended that in order to help EFL learners better understand both brief conversations and lengthy lectures, teachers should model orderly note-taking techniques and promote the usage of English.

Iranian researchers, Asl and Kheirzadeh (2016) stressed the usefulness of note-taking strategies in maintaining attention and enhancing listening comprehension among foreign language students. The authors pointed out that useful strategies like note-taking helped students pay attention and maintain academic instruction. They further asserted that note-taking strategies have been identified as significant in educational institutions, especially in colleges and universities.

In summary, the mentioned studies are primarily focused on exploring the positive aspects of language learning, areas that have received limited research attention, and the challenges associated with listening comprehension techniques in foreign language education. Additionally, these studies provide a wealth of information on note-taking methods in listening comprehension, but they have not yet conducted a comprehensive evaluation of how suitable these methods are for learners, both before and after implementation, and what the outcomes of their application may be.

Phuong Hoang Yen, Lam Thi Cam Tu and Le Thanh Thao (2023) carried out the research titled "students' perceptions of using note-taking in consecutive interpreting assignments" through a questionnaire survey at a University located in the Mekong Delta region of Vietnam. This research was conducted with the aim of investigating how these students perceive the advantages and difficulties associated with using note-taking during consecutive interpreting tasks. With the involvement of 160 participants from English Interpretation and Translation programs, the research findings revealed that a majority of the students held positive opinions regarding the utility of note-taking in consecutive interpretation and were aware of both its benefits and challenges. Furthermore, the study presented some suggestions for both students and instructors. It recommended that students engage in regular practice to enhance their note-taking abilities and that teachers should design effective lectures to facilitate this skill development, ultimately improving students' consecutive interpreting performance.

The difficulties and the sources of difficulties faced by third-year English-majored students of University of Foreign Languages, Hue University were drawn out by Nguyen Phan Thuc Nhi and Nguyen Phuoc Bao Chau (2020). The research provided a summary of suggestions and solutions to overcome difficulties, and contributed to the students' learning in particular and Hue University's education in general to make appropriate changes and take place more effectively. This study not only gave an overview of the current status of students' listening skills, identified common challenges, and explored the origins of these difficulties but also indicated that one of the effective methods for improving listening comprehension was the systematic and rational application of note-taking strategies. Nevertheless, this study has only touched upon very little information about notetaking methods and has not focused on concluding the challenges related to its implementation for both instructors and students.

Acknowledging the existing research gaps, the current study at Vinh University aims to investigate the effectiveness of note-taking methods, encompassing both traditional and digital approaches, among second-year English language teacher education students. The research aims to fill gaps by comprehensively understanding existing studies, highlighting the relevance of note-taking in enhancing listening comprehension skills. The study also seeks to identify challenges in implementing note-taking methods and draw conclusions about their efficacy, contributing valuable insights to foreign language education and pedagogical practices. Ultimately, the findings may inform the development of more effective teaching methods, curricula, and instructional strategies, benefiting educators, students, and educational institutions.

3. Method

3.1. Research design

The research focused on second-year English language teacher education students at Vinh University, examining the use of note-taking strategies in their listening skills. The participants were chosen from this group as they have extensive experience with practicing note-taking skills, particularly in the context of listening exercises. The study employed an explanatory sequential mixed-method design, involving distinct phases. It began with the prioritized collection and analysis of quantitative data, followed by the collection of qualitative data. The mixed-method experimental research design incorporated pre-test and post-test quantitative data, followed by interviews to assess the experimental intervention's effectiveness. The design allowed for a comprehensive exploration of students' experiences, beliefs, and perceptions, combining numerical results with qualitative insights.

Source: *Harvard Catalyst (2024)*

3.2. Research participants

The participants in the survey are second-year English language teacher education students who have studied general English courses at Vinh University because they have been exposed to and have extensively practiced note-taking skills and applied them to their listening skills. This allowed us to gain insights into the difficulties that students commonly encountered throughout the learning process based on their practical experiences.

3.3. Research instruments

3.3.1. Quantitative instruments: Pre and post-treatment tests

This research used pre and post-treatment tests to measure students' listening comprehension skills. The pre-treatment tests were used as a baseline, while the post-treatment tests evaluated the intervention's impact. The tests were designed to ensure consistency in difficulty and relevance, allowing for a standardized measurement tool.

Pre-treatment tests: This initial test encompassed various question types, including filling-in-blanks and multiple-choice listening exercises, reflecting the complexity of real-world listening scenarios.

Before implementing the intervention, a listening comprehension test would be conducted for the General English 03 - LT13 class, comprising 44 students, to establish a baseline of their listening performance. The test format included 10 questions, with a mixture of filling-in-blanks and multiple-choice listening exercises. The questions were sourced from "Succeed in PET - Practice test 1, Part 3 and Part 4," focusing on the themes of Family and Environment, aligning with the B1 level of proficiency.

a. Test details:

1. **Test format:** Paper-based test with 10 questions included filling in blanks and multiple-choice listening exercises (options A, B, and C).

2. **Source:** Questions were extracted from "Succeed in PET - Practice test 1, Part 3 and Part 4."

3. **Theme:** The test revolved around the topics of Family and Environment, ensuring relevance to the students' language proficiency and interests.

4. **Level:** The test was designed to assess students at the B1 level of proficiency.

5. **Listening duration:** Students listened to the audio material twice, with a total listening time of 15 minutes.

b. Random group selection:

Following the completion of the pre-treatment test, the research team would categorize the students into two randomly selected groups:

Control group (Group A): This group continued with traditional listening methods (listening instinctively) as part of their regular learning routine, without any alterations.

Pilot (**Experimental) group (Group B)**: This group would be introduced and encouraged to apply a new method for handling listening comprehension exercises. The approach was incorporated into the listening lessons, and students were motivated to practice it at home.

*Post-treatment tests***:** Following the intervention period, a subsequent listening comprehension test was administered to assess the effectiveness of the structured note-taking method. This post-treatment test would mirror the format of the pre-treatment placement test, utilizing materials from "Succeed in PET - Part 3 - Part 4 - Practice test 7" at the B1 proficiency level.

a. Test details:

1. **Test content:** Similar to the pre-treatment, the test consisted of listening exercises designed to evaluate students' comprehension skills.

2. **Source:** Questions were derived from "Succeed in PET - Part 3 - Part 4 - Practice test 7" to ensure relevance and consistency.

3. **Participant involvement:** Both Group A (control, traditional method) and Group B (experimental, note-taking method) students, totaling 44 participants, took part in the post-treatment test.

b. Evaluation criteria:

The results from this post-treatment test were compared to the pre-treatment test scores for both groups. This comparative analysis enabled the research team to measure improvements in listening comprehension, information retention, and the practical application of note-taking skills gained during the intervention.

3.3.2. Qualitative instrument

Semi-structured interviews:

These interviews offered the flexibility to delve into individual experiences, perceptions about the intervention, challenges faced, and the perceived effects of the note-

taking method. Open-ended questions allowed students to express their thoughts freely, providing a deeper understanding of their engagement with the intervention.

Participant selection:

Ten participants were randomly selected from the pool of 22 students belonging to group B (experimental group). The selection aimed to include a diverse range of students, considering varying proficiency levels and experiences. These ten students had actively participated in both the pre-treatment and post-treatment tests, ensuring a comprehensive understanding of their listening comprehension skills before and after the intervention.

3.4. Data collection procedures

The process began with a listening comprehension test as the pre-treatment one to establish baseline skills. Subsequently, the implementation plan spanned a four-week training period, incorporating structured note-taking in listening exercises, with consistent feedback and reinforcement to ensure proficiency. The research team presented the outlining note-taking method to Group B – the experimental group. This outlining method involved creating a structured sketch with headings and subheadings. Organizing information in this hierarchical manner allowed learners to arrange details logically, with main ideas and supporting details clearly delineated.

Implementation plan:

1. Training period:

During a four-week training period, individuals in Group B would practice taking notes while listening. The pilot group was given listening activities every week that resembled the format of the pre-treatment test (which was adapted from the last sections of "Succeed in PET: Practice Test 2; Practice Test 6").

*Outlining method:

The researchers chose to train the experimental group how to apply the outlining method, one of the four methods mentioned in the study by Nguyen Thi Thu Huyen (2017), during listening lessons. This choice came from the following reasons:

- *Organizing information:* The outlining method helps students organize information in a structured manner, making it easier for them to grasp the main ideas and important details in the listening passage.

- *Focusing on main ideas:* Outlining allows students to focus on the main ideas and important information, helping them stay on track and easily remember information later. **-** *Understanding the structure of the listening material:* When applying the outlining method, students have to determine the structure of the listening material, which helps them better understand the layout and organization of information in the listening passage.

- *Creating future study materials:* Taking notes using the outlining method also creates structured study materials, making it easier for students to reuse and review them later on.

- *Flexible application:* The outlining method can be applied in different situations, from listening to lectures to group discussions, thus helping students improve their listening comprehension skills in many other environments.

Besides, the outlining method is closely related to part 3 and part 4 of the PET listening tests (the types of listening comprehension tasks used for pre-tests and post-tests).

Specifically, part 3 often involves conversations or discussions between two or more people. The outlining method can help listeners focus on the main points discussed and jot down important information, such as names, places, times, or opinions of each person. Part 4 usually consists of speeches or lectures. The outlining method can help listeners organize information logically, dividing it into main sections and taking notes on the main points and examples to understand the content of the speech better.

2. Demonstration:

The researchers provided a demonstration of how to use the outlining method in English listening lessons, chose a sample listening passage and modelled the listening process, identified main points and created a summary. Also, the authors taught students how to classify main ideas, supporting details, and any related vocabulary or phrases.

3. Guided practice:

The researchers organized guided practice sessions where students listened to English passages and practised summarizing the listening content. They provided questions or suggestions to guide their listening and encouraged them to identify main ideas and supporting details.

4. Group activities:

The researchers organized group activities where students collaborated to create summaries based on English listening materials. They assigned roles within the group, such as note-taker, facilitator, and summarizer, to encourage active participation and teamwork.

5. Consistent feedback and reflection:

Throughout the intervention, regular feedback was provided to students in terms of their outlining skills, focusing on their ability to recognize main points, organize information, and create clear summaries. This feedback addressed their progress in applying the note-taking technique and clarified any questions or uncertainties related to the process.

6. Evaluation and restructuring:

The researchers assessed students' ability to use the outlining method through specially designed exercises to evaluate their summarizing skills. Furthermore, they gave constructive feedback to help students improve their outlining ability over time.

Data collection included both quantitative and qualitative methods. Quantitative data was collected through pre and post-treatment tests, with 44 second-year English language teacher education students taking a B1 level listening test. The participants were divided into experimental and comparison groups, with the former using the note-taking method. Post-treatment tests evaluated improvements. Qualitative data was gathered through focus group interviews with the experimental group to explore attitudes toward note-taking methods in learning listening. Interviews were conducted in Vietnamese, and information was recorded immediately after each interview.

3.5. Data analysis

The data analysis for this study adopts a comprehensive approach, incorporating both quantitative and qualitative methods. Quantitative data from pre and post-treatment

results would undergo statistical analysis, employing measures such as mean scores, standard deviations, and p-values to assess changes in students' listening comprehension skills after the intervention. Qualitative data, gathered through semi-structured interviews, underwent thematic analysis to identify patterns and themes in students' perceptions about the note-taking method. The integration of both quantitative and qualitative findings aimed to provide a holistic understanding about the intervention's impact, enhancing the robustness of the study.

4. Results

4.1. Impacts of note-taking method on listening comprehension performance of second-year students majoring in English language teacher education at Vinh University

The findings of the study indicated that the note-taking method had a significant impact on listening comprehension skills among second-year students majoring in English language teacher education at Vinh University. In the pre-testing phase, the control group (Group A), which employed traditional listening methods, had a higher mean score than the experimental group (Group B) using the note-taking method.

Table 1: *Mean scores of the pre-test and the post-test*

Paired Samples Statistics				
	Mean	**N**	**Std.Deviation**	**Std. Error Mean**
Control (Group A)	7,0000	22	1.57359	0.33549
Pilot (Group B)	6.8182	22	1.43548	0.30605
Control (Group A)	6.9091	22	1.09129	0.21731
Pilot (Group B)	7.5000	22	1.05785	0.22553

Obviously, the paired-sample T-test revealed a statistically significant difference between the post-test scores of the two groups (p=.050), indicating that students in the experimental group who applied the note-taking method outperformed those in the control group.

Table 2: *A paired sample T-test score between two groups*

		Paired differences			95% Confidence unterval of the Difference		t	df	Sig. (2-tailed)
		Mean	**Std. Deviation**	**Std. Error Mean**	**Lower**	**Upper**			
Pair 1	Pre-Test A – Pre-Test B	0.00182	2.34290	0.49951	-0.85697	1.22060	0.364	21	0.720
Pair 2	Post- Test A – Post-Test B	-0.59091	1.33306	0.28421	-1.18421	-0.00014	-2.079	21	0.050

Further analysis within each group showed little improvement in the control group's scores (Pre-test: 7.0, Post-test: 6.9), suggesting limited enhancement in listening comprehension skills. Conversely, the experimental group demonstrated increased post-test scores (Mean: 7.5) compared to the pre-test (Mean: 6.8), indicating the effectiveness of the note-taking method in improving listening skills.

Table 3: *A paired sample T-test score within each group*

		Paired differences			95% Confidence unterval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-Test A – Post-Test A	0.09091	0.81118	0.17294	-0.26875	0.45056	0.526	21	0.605
Pair 2	Pre- Test B – Post-Test B	-0.6812	1.12911	0.24073	-1.18224	-0.18120	-2.832	21	0.010

4.2. Students' feedback on the application of the note-taking method to improve listening comprehension skills

4.2.1. Challenges in the application of the note-taking method to improve listening comprehension skills for second-year English language teacher education students at Vinh University

The application of the note-taking strategy to improve listening comprehension skills posed challenges for the majority of second-year English language teacher education students at Vinh University. Despite recognizing the value of note-taking, students faced difficulties during the listening process. The interviewed participants from the experimental group indicated that they took notes in English during listening practice, finding it convenient for identifying answers and enhancing content understanding. The outlining note-taking method was commonly followed, involving reading requirements and questions, listening for main ideas, and refining notes during the second listening. However, some students adapted the method to suit their preferences, emphasizing individualized sequences. Challenges in applying the strategy were attributed to encountering new vocabulary, rapid speaking speed in listening passages, and difficulties in deciding what information to note down and balancing listening with writing. The lack of focus on vocabulary development and unfamiliarity with native speaker speed contributed to the obstacles faced by students in implementing the note-taking strategy for listening skills.

As can be seen from the chart, the majority of the interviewed students (90%) complained that they usually encountered unfamiliar words or phrases in the listening material, making it challenging to understand and take notes accurately. Due to this

unknown vocabulary, they could not keep up with the speaker and missed important points. As a consequence, their comprehension and note-taking ability were considerably reduced. Moreover, with a limited vocabulary, these students found it difficult to express complex ideas or concepts in their notes, leading to oversimplification or omission of key information while listening.
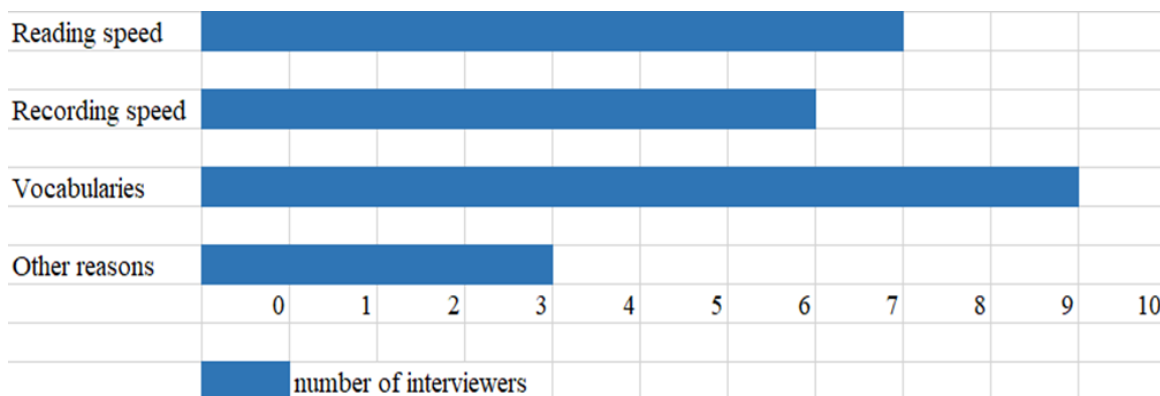

Figure 1: *Reasons for difficulties in applying the note-taking method to improve students' listening skills*

It goes without saying that students who read too slowly risk missing out on crucial details from the listening material, which could lead to erroneous or incomplete notes. Seventy percent of the respondents claimed that reading slowly made it harder for them to keep up with the material and take insightful notes at the same time during real-time listening exercises. They found that falling behind in real-time listening tasks made it harder for them to comprehend and remember the material. It made it challenging to follow along in lectures or class discussions, which made it challenging to actively participate in discussions and pose questions. This ultimately prevented them from making scholastic progress by leading to a lack of comprehension and an insufficient understanding of the subject matter. Their confidence and self-esteem may consequently decline, which may have a negative impact on their academic achievement. The students who were interviewed also disclosed that reading more slowly caused them to have lower understanding since they found it difficult to make the connection between the information they were taking notes on and the overall meaning of the listening material. They were more confused and frustrated as a result, which made it harder for them to remain attentive and involved. Additionally, reading slowly made it harder for them to remember important details and provide accurate answers to comprehension tests.

More than half of the informants stated that they had trouble keeping up with the speed of the audio recording, which resulted in notes that were either incorrect or incomplete.. Rapidly spoken content overwhelmed students, making it difficult for them to process information, select essential points, and write them down simultaneously. They explained this was because when they were bombarded with too much information, it could be overwhelming and confusing. Additionally, trying to keep up with the recording distracted the students from the material, which decreased their comprehension. It was more probable for students to make mistakes and struggle to understand the recording

when they were attempting to catch up with it and understand the listening content at the same time. It was difficult to remain focused and involved on both projects at the same time because they were fighting for their attention.

The students struggled to apply the note-taking method to listening skills for a number of reasons, in addition to reading speed, foreign terminology, and recording speed. For one thing, it was challenging for the students to anticipate what would be covered in the listening material and to choose the most important parts to jot down because they had no prior understanding of the topic or subject matter. Another issue was that a few of them lacked the skills necessary for good note-taking effective listening habits, like attentional concentration, distraction avoidance, and active engagement with the content. Furthermore, some students attempted to record what they heard word for word, which resulted in sluggish note-taking, decreased understanding, and trouble recognizing important details. Some students who were interviewed also expressed uncertainty about their ability to take notes and listen, which made them anxious and reluctant to participate fully in listening exercises.

4.2.2. Students' feedback on the effectiveness of note-taking method on listening comprehension performance

The semi-structured interviews aimed to gather feedback on the application of the note-taking method for improving listening comprehension skills among participants. The collected data were categorized into positive and negative perceptions. The majority of students reported significant improvements in their listening experience, particularly in terms of enhanced focus and engagement, preventing distraction during lectures, and improved retention of details through note-taking.

Active engagement in listening activities was one prominent benefit of the application of note-taking method in listening lessons recognized by many of the informants. They claimed that actively listening and taking notes required them to engage deeply with the content, which could cultivate patience as they navigated complex information, followed along with the pace of the recording, and identified key points methodically. This also helped them to better understand and remember the material, as they needed to actively process the material in order to remember it. Therefore, they could increase their focus and better concentrate on what was being said and absorb it more effectively.

As the students encountered challenging listening materials, the note-taking method encouraged them to persevere, adapt their strategies, and approach the content with patience and resilience, leading to improved comprehension and learning outcomes. Taking notes helped them organize the material and break it down into smaller, more manageable chunks. This helped them focus on the most important aspects of the listening material and made it easier to comprehend the material. Additionally, taking notes reinforced the learning process by providing the students with an opportunity to review and reflect on what they had heard.

When being asked, most participants expressed a desire to continue using the note-taking method in future listening activities because of its effectiveness. However, a few students were hesitant due to concerns about the time commitment for practice and perceived effectiveness. The summarized feedback is presented in Figure 2.
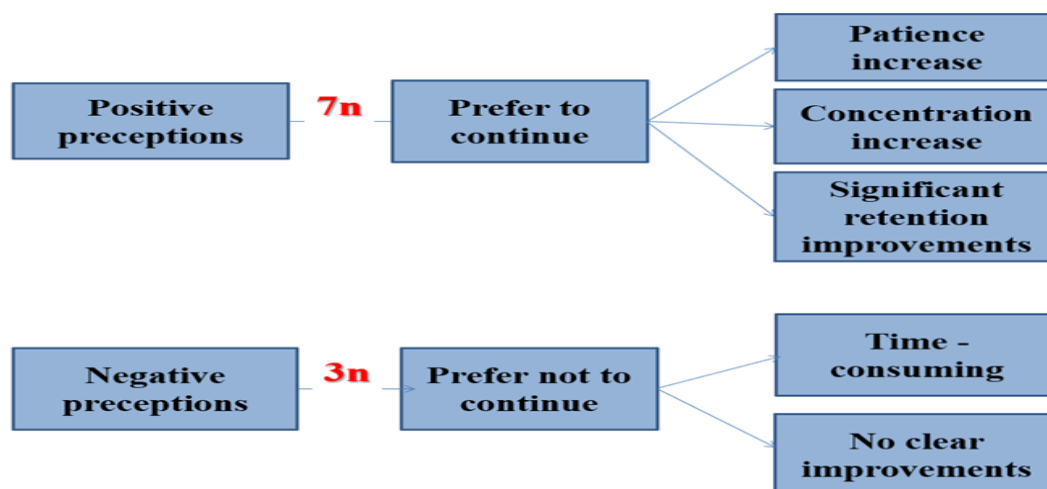
Figure 2: *Feedback on the impact of note-taking method*
on students' listening comprehension skills

According to thirty percent of the respondents, the note-taking method in listening lessons might be time-consuming, especially when they were still developing their skills in this area. They pointed out that listening and writing simultaneously required them to split their attention between comprehension and transcription, which slowed down the overall learning process. This was because the two activities competed for the same cognitive resources, making it difficult for the students to focus on either one. What's more, when they were required to complete both activities at the same time, they felt overwhelmed and had difficulty concentrating. Consequently, they struggled to comprehend or transcribe the material effectively, leading to a decrease in overall learning.

5. Discussion

The current study delved into the challenges faced by second-year English language teacher education students at Vinh University in acquiring effective listening comprehension skills. The emphasis on listening comprehension skills in foreign language acquisition could not be overstated, yet many university students struggled with this aspect due to a variety of factors, including linguistic barriers, cognitive load, and inadequate instructional strategies. Our research aimed to assess the efficacy of the note-taking method as a potential solution to these challenges and to contribute to the existing literature on foreign language education and pedagogy.

Our findings affirmatively demonstrated that systematic note-taking significantly improved students' ability to comprehend, retain, and recall spoken content. This aligns with our hypothesis that note-taking strategies play a pivotal role in bridging the gap between passive listening and active engagement, and enhancing overall listening comprehension skills. Additionally, our study provided evidence that note-taking was an effective way to learn, as the students in our study demonstrated an increase in overall understanding after four weeks of regular note-taking. This indicates that note-taking should be implemented as a consistent practice in the classroom. For example, teachers should encourage students to take notes during lectures and review them after class to ensure they have mastered the material.

The findings of this study actually revealed a mixed response among the participants regarding the effectiveness of the note-taking method in enhancing listening comprehension skills. While a majority of the interviewed students acknowledged the benefits of the note-taking method during the listening process, some participants reported no noticeable improvements in their retention or academic performance. This disparity in responses underscores the complexity of individual learning processes and highlights the need for personalized and adaptive teaching methodologies.

The positive feedback from students who found the note-taking method beneficial suggests that this approach can be a valuable tool for enhancing listening comprehension skills. Note-taking encourages active engagement with the material, promotes selective attention, and facilitates the organization and retention of information. These cognitive processes are essential for effective listening and can significantly improve comprehension and retention of spoken language.

However, it is crucial to recognize that the note-taking method may not be equally effective for all students. Factors such as prior knowledge, learning style, and motivation can influence the effectiveness of note-taking strategies. Therefore, educators should consider incorporating a variety of teaching methods and techniques to cater to the diverse learning needs and preferences of their students.

Comparing our findings with previous research on note-taking and listening comprehension, there is a growing body of evidence supporting the potential benefits of incorporating note-taking methods in language learning contexts. The studies have highlighted the role of active engagement, cognitive processing, and organizational strategies through using note-taking method to improve listening comprehension skills. Our findings resonate with those studies, emphasizing the importance of individualized approaches and the need for further exploration to identify optimal strategies for diverse learner populations.

Despite the promising results, the study acknowledged the limitations and challenges in implementing the note-taking method in the classroom. Some students might need additional support and guidance to develop effective note-taking skills, while others might need alternative approaches to improve their listening comprehension abilities. Furthermore, the study emphasized the shared responsibility of students and educators in recognizing the significance of listening skills in language education and fostering a supportive learning environment that promotes active participation and engagement.

While the note-taking method shows promise as a scientifically effective means to enhance listening skills, it is not a one-size-fits-all solution. Further research is needed to explore the potential of combining note-taking strategies with other instructional methods and to identify effective ways to support students who may struggle with this approach. By continuing to investigate and refine teaching methodologies, educators can contribute to the development of more impactful curricula that prioritize listening skills and empower students to become confident and proficient language learners.

In conclusion, this research contributes significantly to the understanding of the effectiveness of note-taking techniques in enhancing listening comprehension skills among second-year English language teacher education students at Vinh University. By addressing the research question, comparing the results with previous studies, highlighting unexpected findings, and discussing broader implications, this study offers actionable

insights for educators and policymakers alike. Moving forward, there is a pressing need for continued exploration and innovation in foreign language education, with a particular focus on integrating technology and pedagogy to optimize learning outcomes.

6. Conclusion

6.1. Conclusion and recommendations

The study sought to address the difficulties encountered by second-year English language teacher education students at Vinh University in acquiring effective listening skills. The primary focus lied in the implementation of note-taking strategies as a supportive tool for learning and honing listening skills.

Expanding upon the insights gleaned from the literature review, our research aimed to contribute by assessing the efficacy of note-taking methods, encompassing both traditional and digital approaches, in enhancing listening comprehension skills among second-year English language teacher education students at Vinh University. The authors hoped to bridge existing research gaps, highlight the enduring relevance of note-taking methods in cultivating improved listening comprehension skills, and draw conclusions regarding the practicality of this approach.

This research endeavored to offer valuable perspectives for the fields of foreign language education and pedagogy. The outcomes have the potential to guide the development of more impactful teaching methodologies, curricula, and instructional strategies, benefitting educators, students, and educational institutions. The study acknowledges the significance of listening skills not only in day-to-day communication but also in the broader context of language acquisition, influencing other language proficiencies such as speaking, reading, and writing. Despite the acknowledged challenges, the utilization of note-taking strategies is recommended as a scientifically and reasonably effective means to enhance listening skills. The study underscores the joint responsibility of both learners and educators to heighten awareness of the importance of listening skills in language education.

Recommendations for students:

It is essential for each student to understand the purpose and requirements of learning-cultivating listening skills and applying note-taking strategies as supportive tools in studying and practicing listening skills effectively. Students are advised to:

- Preview the material: Before starting to listen to the audio, quickly scan the titles, headings, and images in the supporting materials to gain a general idea of the subject and make educated guesses about what the listening section might be about. This might direct your note-taking process and help you concentrate.

- Listen for main ideas: Identify the main points and main ideas of the listening passage by actively listening. Use symbols or bullet points to quickly jot down these main ideas as they are mentioned.

- Focus on key details: Take note of key details, examples, or supporting information provided in the audio. Shorten your sentences or use abbreviations to capture relevant details.

- *Organize your notes:* Use headings, subheadings, or columns to classify information in your notes in a methodical manner. Later on, it will be simpler to go back and study your notes thanks to this.

- *Review and consider:* After finishing the listening assignment, give yourself some time to go over your notes and consider how well you understood the subject. Complete any missing details, make any ambiguous points clear, and provide your own summary of the key elements.

- *Practice regularly:* Developing your note-taking abilities requires frequent practice. Seek out chances to use your note-taking strategies in various listening situations, such as lectures in class, discussions in groups, or independent study tasks.

- *Establish a system of symbols and shorthand rules:* Students should be trained how to use symbols and shorthand rules for efficient note-taking and preventing information loss during listening. Students are encouraged to explore various note-taking methods to determine which suits them best.

Recommendations for lecturers:

Lecturers are recommended to:

- *Pre-select listening materials:* Make sure the listening selections are relevant to the interests and level of the students. To introduce students to a range of dialects, tempos, and situations, use audio sources including podcasts, lectures, interviews, and dialogues.

- *Establish specific goals:* Clearly state the learning objectives for every listening exercise. Inform students of the specific listening skills they will be working on and how taking notes might support them in achieving those goals.

- *Introduce note-taking techniques:* Instruction should be given to students on how to take notes effectively by employing symbols, acronyms, and keywords. Give examples of how to take notes that are successful and give opportunities for practice under supervision.

- *Pause and reflect:* Divide the listening assignment into small chunks and take short breaks to give students a chance to go over and edit their notes. To discuss any inconsistencies or missing details, encourage them to share notes with their peers.

- *Offer constructive feedback:* Point out areas where students' note-taking abilities need to be improved, such as their ability to recognize main ideas, supporting details, and organizational strategies. Students should be encouraged to evaluate how they took notes and make any modifications.

- *Facilitate students in honing listening skills and note-taking strategies by addressing their questions*: Regularly assign self-practice exercises for students to self-assess and adjust their learning methods for higher efficiency.

Recommendations for the university and department:

The university and the department are advised to:

- Develop a detailed plan for the training of listening comprehension and note-taking skills.

- Continue to upgrade facilities and focusing on the management, maintenance, and repair of equipment for teaching and learning listening skills regularly.

- Allocate dedicated classrooms for listening skills courses that guarantee sound isolation from external environments or permit students to use personal headphones. If

shared audio devices are used, the space should be adequately sized to avoid sound echoing or interference.

      - Create the most favorable conditions to meet students' learning requirements in listening comprehension activities. This includes organizing various exchange activities to provide students with opportunities to converse with native speakers and enhance their listening skills.

6.2. Limitations

      Several limitations exist in the present study. The first limitation of this study had to do with the lack of generalizability of the study results because this study was conducted at only one university, Vinh University. This study implemented the note-taking methods among a limited number of the 44 second-year English language teacher education students and explored the perspectives of only 10 participants and might not reflect the behaviors of similar groups of university students. Future research could be conducted to widen the scope of the study and obtain a more representative national sample.

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TÓM TẮT

ÁP DỤNG PHƯƠNG PHÁP GHI CHÚ ĐỂ NÂNG CAO KỸ NĂNG NGHE HIỂU CHO SINH VIÊN NĂM THỨ HAI KHOA SƯ PHẠM NGOẠI NGỮ TẠI TRƯỜNG ĐẠI HỌC VINH

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Nghiên cứu này là nỗ lực tìm hiểu tính hiệu quả của phương pháp ghi chú đối với khả năng nghe hiểu của sinh viên năm thứ hai tại khoa Sư phạm Ngoại ngữ và phản hồi của sinh viên về việc áp dụng phương pháp ghi chú. Nghiên cứu thực nghiệm được thực hiện với một lớp gồm 44 sinh viên năm thứ hai chuyên ngành Sư phạm Tiếng Anh tại trường Đại học Vinh. Những người tham gia được chia thành một nhóm thực nghiệm và một nhóm đối chứng. Thiết kế can thiệp theo phương pháp hỗn hợp đã được áp dụng, trong đó dữ liệu được thu thập từ bài kiểm tra trước và sau thực nghiệm cũng như các cuộc phỏng vấn bán cấu trúc. Kết quả phân tích thống kê, phân tích chủ điểm và so sánh bộ dữ liệu từ các công cụ cho thấy, sinh viên khoa Sư phạm Ngoại ngữ ở nhóm thực nghiệm có áp dụng phương pháp ghi chú thực hiện tốt hơn so với sinh viên ở nhóm đối chứng. Đặc biệt hơn, sinh viên ở nhóm thực nghiệm đã có sự tiến bộ rõ rệt về kết quả bài thi sau khi áp dụng phương pháp ghi chú này. Kết quả cũng cho thấy, hầu hết sinh viên phản hồi tích cực về việc sử dụng phương pháp ghi chú. Mặc dù kết quả nghiên cứu còn hạn chế do tốc độ nói và nhiều yếu tố chi phối khác, nhưng phương pháp ghi chú nên được sử dụng trong việc giảng dạy kỹ năng nghe hiểu cho sinh viên khoa Sư phạm Ngoại ngữ với một số gợi ý.

Từ khóa: Phương pháp ghi chú; thiết kế can thiệp theo phương pháp hỗn hợp; phản hồi tích cực; kỹ năng nghe hiểu; sinh viên khoa Sư phạm Ngoại ngữ; tiến bộ đáng kể.