

Note-Taking Strategies on Listening Comprehension: EFL Students' Perceptions and Performance

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Note-taking strategies have been considered a vital practice as they help students gain better focus while listening, thus numerous empirical research have been conducted to highlight its significance. This study aimed to investigate students' perceptions and performance of note-taking strategies on listening comprehension of EFL students. Employing a mixed methods approach, the current study collected both qualitative and quantitative data. A quasi-experimental design was carried out among two groups of 80 English major students at Kien Giang University over an eight-week listening course. The experimental group was given eight 50-minute listening sessions employing note-taking strategies while the conventional method of listening was applied to the control group. The data analysis from the listening test scores suggested that the students from the experimental group outperformed their counterparts in the control groups. Next, a questionnaire was administered to probe the perceptions of the respondents of the treatment group after the treatment. The obtained results demonstrated that students held positive perceptions of most of the note-taking strategies. Finally, some crucial pedagogical implications for teaching listening comprehension to EFL students were suggested.

Keywords: Note-taking strategies, EFL students, listening comprehension

Primary author: Ms HO, Bich Nhu (Kien Giang University)

Presenter: Ms HO, Bich Nhu (Kien Giang University)

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