

## **THE IMPACT OF NOTE TAKING STRATEGY ON READING AND LISTENING COMPREHENSION IN THE FIELD OF TEACHING.**

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**Annotation.** The main purpose of this thesis is to analyze the relations of study methods and note taking behavior, as well as to quantify the recorded points, written words, words per points according to a copy of the notes collected in the lecture by freshman psychology students of Royal Holloway and Bedford New Collage in Egham, UK. The methods are summarized and accompanied by an expanded discussion. The data collected from this investigation appears to be imprecise as only a half of each class provided lecture notes and students were not informed beforehand about the research. Thus, the thesis do really help to the effectiveness of components such as reading, listening, note taking and reviewing for someone learning or working in the field of teaching.

**Keywords:** *note taking; listening; reading comprehension; GPA, notes; lecture; language learning and teaching; ESL learners; L1; L2;*

In the field of teaching, Hüseyin Özçakmak draws on a close study of causal-comparative research, as well as his own research as a profound philosopher, to discover the possible influence of taking notes while reading and listening on the comprehension success of future teachers of Turkish language. In his study, 72 volunteer second graders of Hatay Mustafa Kemal University were allocated to the groups according to academic achievement levels and genders and several Comprehension Achievement Tests were used to measure if significant difference will be determined among the groups. The author indicated that the comprehension scores of "Listening and note taking" groups were

found to be higher than those of the reading, reading and note taking, listening groups. It is also observed on the paper that a positive relationship was found between participants' scores for comprehension and their GPAs with the help of note taking. In addition to this, Özçakmak presents a straightforward approach to his experimental research, aiming to discover the impact of note taking. This article is an excellent source for Turkish Language instructors to analyze the importance of note taking while reading and listening. However, the writer could make this work stronger by using argumentative text instead of informative one to obtain explicit finding which might uplift the study to an elevated level. The next study conducted by Gulya Ipek presents an investigation of first-year English Language Teaching Program students' perceptions of development in listening and note taking based on the constructed questionnaire consisting of 8 items. The author, Hülya İpek, Doctor of ELT Department of Eskisehir Anadolu University used various and great number of sources to support her ideas by drawing from other authors' perspectives and analysis. It is revealed from the paper that students showed the greatest improvement in writing down key words, isolating and highlighting key concepts and applying abbreviations and symbols as part of note taking skills. In addition, the variety of results and findings made this study more important to support the effectiveness of note taking in language learning and teaching. In comparison with previous studies, the following study has been performed to examine the impact of note taking strategy and note taking language (English and Chinese) on listening ability where total of 108 students of Chien-Kuo Technology University of Taiwan had participated with some explicit prior training before the investigation and were asked to make notes on short dialogues and longer lectures by listening to an instructor. Authors of this paper, Tsai-Fu Tsai and Taiwan Yongan Wu, belonging to Chinese nationality selected Cornell's note taking method as priority for taking notes in short dialogues and long lectures. It is observed from the investigation that gathering information presented in English is challenging task for ESL learners comparing to the data conducted in native language (Chinese). This is a useful resource for those engaged in education and it can be applied both L1 and L2

learners. Furthermore, the study over a 14 weeks period on this aspect is what makes this article important and valuable. In the same respect, Bahrami and Nosratzadeh's research used data collected on survey from 40 Persian EFL learners at language institute in Karaj, Iran to examine the efficacy of note taking approach on reading comprehension for non-native speakers of English. According to the findings, I can conclude that there is a clear correlation between high performance level in reading comprehension achievement and note taking. This article is an excellent source for academic research and offers a brief overview of inferential analysis and fresh statistics. In addition, I found the article extremely informative as the authors rely on others' perspectives and analyses as well, which made the research even more reliable for the future use of pedagogical purposes, however, data collection can be considered imperfect due to few experimental groups assigned in the investigation.

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