THE EFFECTIVE WAYS OF DEVELOPING NOTE-TAKING SKILLS IN TEACHING ENGLISH

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ABSTRACT

A note-taking skill is one of the highly demanding skills for students of higher education. It is an effective method in listening comprehension and integrating writing skills. The main purpose of this article is to discuss the most effective ways of developing students' note-taking skills in the classroom.

KEYWORDS AND PHRASES: *note-taking, skill, listening, listening comprehension, writing, integrating writing skills*

Аннотация: Навык ведения заметок - один из самых востребованных навыков для студентов высших учебных заведений. Это эффективный метод понимания речи на слух и интеграции навыков письма. Основная цель этой статьи - обсудить наиболее эффективные способы развития у учащихся навыков ведения заметок в классе.

Ключевые слова и фразы: заметки, навыки, аудирование, понимание на слух, письмо, интеграция навыков письма

INTRODUCTION

Note-taking is one of the most essential university skills which helps learning any subjects. While the students take notes, they analyze and think rapidly about what they see and hear and record the observations. Attending to the lecture, analyzing, and doing something about a lecture means the student is actively engaged in those activities that are essential to effective learning.

MATERIALS AND METHODS

According to the research done by Walter Pauk, [1] the memory fades 47% of what a person has just learned is forgotten in the first twenty minutes and 62% is forgotten after the first day. We can see the table below:

20 minutes	47% forgotten
1 day	62% forgotten
2 days	69% forgotten
75 days	75% forgotten
78 days	78% forgotten

Table 1

The main purpose of note-taking is to keep a record the general and main ideas of the lecture which the students use for revision, particularly for examination purposes or to write a summary or a report based on the notes. Note-taking will enable students to develop listening comprehension which requires the listeners predict the information and use key words selectively. Through selecting the key words they improve gain the overall sense or gist of the discourse. By learning to attend to cues and facts

selectively, students become more capable of handling note-taking [2].

RESULTS AND DISCUSSIONS

John Hughes provides ten ideas in his "ETpedia 1000 ideas for English language teachers" (2014) to develop note taking skills while listening.

1. Noting the main ideas

If you are using a recording of a lecture or presentation, play to play it twice. On the first listening, ask the students to listen for and write down the main points only. Note that effective speakers and experienced presenters will often list the main points at the beginning and repeat them at the end, so tell the students to pay particular attention to these parts. (J. Hughes, 2014)

2. Supporting information

Following on from the previous activity, play the recorded lecture or presentation again and ask the students to note down supporting information for the main points. (Note that in a real or live situation, the students would have to note the main points and supporting information at the same time, but in the classroom context the aim is to work towards the time when they can handle both.) (J. Hughes, 2014)

3. Guided listening to the main points and supporting points

If you think your students will have difficulty in noting the main points and supporting points in 1 and 2, you could begin by setting some more guided activities. For example, write 10 points from the lecture on the board which are both main points and supporting points. Ask the students to listen and write M next to the items which they think are the main points and S next to those which are supporting the main points. (J. Hughes, 2014)

4. Underlining and highlighting

After the students have written the main points and supporting points (or completed the guided activity in 3), ask them to underline or highlight key words or phrases. This is a useful note taking skill which reminds the person of the key information. Although this does not involve listening as such, you might point out to the students that the underlined or highlighted information is the information that the speaker probably stressed. One option is to play the listening a third time so that the students listen and check their notes and underline or highlight the words that the speaker stresses. (J. Hughes, 2014)

5. Layout of notes

One key sub-skill of note-taking is the ability to organize the notes based on what has been heard. You could probably start by giving the students written extracts form a listening a d ask them which words they could leave out or change into note-form. For example, here is a sentence from an economics lecture: The first reason for a shortage in housing is the lack of new building. The students practice rewriting the sentence in note form with headings and numbering:

Housing shortage

1 lack of new building

Students will find it easier to work like this from the written transcript in presentation for listening to such a lecture. Alternatively, give the students the transcript after listening so that they can check and improve their notes. (J. Hughes, 2014)

6. Teach symbols

Following on from 5, layout is sometimes helped by using symbols and shortened forms. For example, you could teach the students to use bullets or numbers for listening supporting points. Also pre-teach some obvious symbols used in note-taking such as: = (the same as); ≠ (not the same as); +(also, and in addition to); ± (leads to, results in); Students can develop their own system of symbols to help with their note-taking. (J. Hughes, 2014)

7. Listen for data

Many work related or technical presentations include data and statistics which require the students to note them down with accompanying information. One way to help is to write some statistics or any key words relating to data from the listening randomly on the board. Students listen and note down what each piece of data on the board refers to. (J. Hughes, 2014)

8. Provide a model version

It is often helpful for students to see a new model version of a set of notes so that they know what you are expecting. Write a set of accompany a listening and let the students study them. They could either do this while listening or they could compare the model version afterwards with their own notes. Another way to use a model version is to prepare the notes but include some gaps by deleting key words and phrases or numbers. When the students listen, they have to compare the notes with missing information. (J. Hughes, 2014)

9. Compare answers

If you have asked your students to listen and write notes, put them into groups afterwards to compare what they have written to find out if they agree on what the main points were. (J. Hughes, 2014)

10. Compare the style of the notes.

Following on from 9, as well as comparing the information what they have written, students can also usefully spend time comparing how they have written their notes. Some students may have used lots of highlighting and underlining, and others may have used bullets or symbols. Some students might also have their own style with lots of space between information, or perhaps they use lines and diagrams. Spend some time comparing style and get the students to say if their classmates have used any techniques that they think are effective. (J. Hughes, 2014).

CONCLUSION

In conclusion, we can say that a note-taking skill is one of the highly demanding skills for students who are learning English as a second or foreign language for academic purposes. Note taking is one of the most effective methods in listening comprehension and note taking is effective in both higher achievement and recall as well. Any of these listening techniques could be useful for material developers to create necessary tasks and exercises, as well as teachers to choose the most appropriate strategies for improving their students' listening comprehension in EFL classes according to special contexts, needs of the students, types of activities and time.

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