

ÁP DỤNG CÁC PHƯƠNG PHÁP GHI CHÉP TRONG DẠY NGHE HIỂU CHO SINH VIÊN TIẾNG ANH CHUYÊN NGÀNH PHÁP LÝ

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Nghiên cứu này tìm hiểu ảnh hưởng của từng loại phương pháp ghi chép đối với kỹ năng nghe hiểu của sinh viên khi áp dụng vào các bài tập luyện nghe, cũng như tìm hiểu nhận thức của sinh viên về việc áp dụng các phương pháp ghi chép trong các dạng bài tập nghe tiếng Anh pháp lý. Nhóm tác giả đã thiết kế phương pháp nghiên cứu theo mô hình kết hợp giải thích, áp dụng hai công cụ nghiên cứu: bảng câu hỏi và phỏng vấn bán cấu trúc. 175 sinh viên chuyên ngành tiếng Anh pháp lý đã tham gia khảo sát. Sau khi thu thập và phân tích dữ liệu bảng khảo sát, nhóm tiến hành phỏng vấn với 20 sinh viên được chọn ngẫu nhiên từ các đối tượng khảo sát nêu trên. Kết quả nghiên cứu cung cấp những thông tin hữu ích về ảnh hưởng của các phương pháp ghi chép khác nhau tới kết quả nghe hiểu của sinh viên khi làm bài tập nghe tiếng Anh pháp lý. Bên cạnh đó, nghiên cứu này đưa ra hai khuyến nghị cho những công trình nghiên cứu tiếp theo, đó là tập trung vào mức độ thành thạo trong kỹ năng nghe hiểu và tìm hiểu mối quan hệ giữa việc ghi chép có hiệu quả và kết quả làm bài tập nghe hiểu.

Từ khóa: kỹ năng ghi chép; kỹ năng nghe hiểu; tiếng Anh pháp lý; tiếng Anh chuyên ngành.

This study set its goal to detect how each strategy influences students' listening comprehension when it is applied to their tasks and to find out students' perceptions of the application of note-taking strategies in different legal English listening tasks. An explanatory mixed methods design involving two instruments, including a questionnaire and semi-structured interviews, was conducted. 175 students taking legal English courses completed the questionnaire. After collecting the numeric data, interviews with open-ended questions were conducted with 20 participants. The findings provided helpful information regarding how note-taking strategies affect students' listening comprehension when they are applied to different Legal English tasks. Besides, two recommendations for future studies were proposed, focusing on the variable of proficiency level and the relationship between effective note-taking and task fulfillment.

Keywords: note-taking strategies; listening comprehension; legal English; English for specific purposes.

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THE APPLICATION OF NOTE-TAKING STRATEGIES IN LISTENING COMPREHENSION BY LEGAL ENGLISH MAJORS

Introduction

Statement of problems

According to Nhac (2022), legal English has been unquestionably a global phenomenon as the official language used for legal purposes. However, legal English presents a real challenge for learners since it is a bizarre combination of terminology, linguistic structure, and punctuation. It has frequently been seen as distinctively different from other forms of ESP in the realm of language education (Nhac, 2022).

As a pivotal skill in second language acquisition, listening in English classes is often accompanied by taking notes. However, note-taking is rarely taught in high schools and universities, despite being a crucial skill for students to master (Hayati & Jalilifar, 2009), especially when the context is legal English. This leads to a scenario when legal English students have to deal with multiple convoluted listening tasks in class.

Diverse and prestigious studies have been conducted on the impacts of note-taking on listening comprehension, for instance, Hale and Courtney (1994) and Hayati and Jalilifar (2009), yet there has been little research conducted on legal English. This motivated the authors to carry out this research.

Purposes of the research

This research was to:

1. Explore students' perspective on the efficacy of different note-taking strategies

in listening comprehension within certain types of legal English listening tasks of students majoring in legal English, and

2. Analyze the attitudes of students majoring in legal English regarding the correlation between taking notes and its effectiveness in listening comprehension.

Research questions

This study served its purposes by seeking the answers to the following research questions:

1. How do different note-taking strategies influence students' listening comprehension in different legal listening tasks?

2. What are students' perceptions of note-taking effectiveness in listening comprehension?

Significance of the research

This research was expected to contribute to understanding of students' perceptions regarding the positive effects of applying note-taking techniques in fulfilling legal English listening tasks and enhancing their listening comprehension. This research has supporting evidence that appropriate note-taking strategies contribute to students' achieving their listening comprehension while assisting teachers and educators in devising their assignments. Moreover, it helps coursework designers select appropriate note-taking techniques and makes suggestions for further studies.

Literature review

Listening comprehension

Overview of listening comprehension

Purdy (1991) regards listening as “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings” (p. 11). Accordingly, listening is an active process in which listeners get information from speakers before communicating by deciphering the meaning and evoking a response.

McDonough (2010) suggests that ESP listening is implied to be crucial in nearly all of the materials surveyed. Particularly, McDonough (2010) finds that tasks holding attention to listening are designed under “the form of tried-and-tested language teaching techniques” (as cited in Goh, 2012, p. 55), whereas there are other cases where speaking is the factor to be concentrated on, listening, incidentally, caught the attention instead.

ESP listening embraces cognitive processes from the sources of information that spoken input is to be processed (Goh, 2012). There is also a requirement for core (or “macro”) skills to enable the appropriate attention to information for listening purposes. Expressively, opposite to micro-skills, comprising “decoding smallest units of sound available to listeners (phonemes) and turning them into useable forms (words and sentences)”, which make sense of noise for short, macro skills involve “synthesizing discrete

elements to decipher the larger message”, and it “enables us to go beyond a mere understanding of the words formed by speakers and toward a full understanding of the speaker’s proposition” (Wilson, 2018, p. 1). ESP listening has unique factors provoked by the peculiar requirements of the communication contexts (Goh, 2012). On that ground, to gain more effective listening comprehension, depending on respective ESP contexts, the demand for acquiring some new skills may occur, apart from learners’ existing repertoires (Goh, 2012).

Approaches to listening comprehension

A multitude of theoretical approaches contribute to our comprehension of how meaning is extracted. According to Byrnes (1984), these approaches encompass the linguistic, conceptual, and communicative dimensions. The linguistic approach delves into the structural elements of an utterance, including phonological, lexical, syntactic, and semantic aspects. By deconstructing these components, listeners construct a linguistic framework as a foundation for comprehension. Conversely, the conceptual approach emphasizes the process of attributing meaning to the linguistic input. It involves mapping non-linguistic information, such as cultural context, personal experiences, and background knowledge, onto the linguistic structure, from which listeners comprehensively understand the intended meaning. The communicative approach considers comprehension as a dynamic interplay between the speaker and listener. Accordingly, successful comprehension

relies on deciphering the speaker's intentions, contextual cues, and pragmatic elements embedded within the utterance, highlighting the interactive and contextual nature of comprehension.

Listening task types

Listening for details involves a comprehensive and meticulous approach to understanding spoken language, where learners actively focus on extracting specific pieces of information, often at a granular level (Martinez, 2018). This type is crucial for deciphering complex legal terminology, ensuring accurate comprehension of legal concepts, and making precise interpretations. The selective listening tasks thus align with listening for details. These tasks, including Matching, True/False, and Multiple Choices exercises, require learners to concentrate on specific legal vocabulary and concepts, establish precise associations, extract pertinent details, and make well-informed decisions. By engaging in these tasks, students enhance their ability to discern intricate details within legal discourse.

Dissimilarly, listening for gist focuses on capturing the overarching themes, main ideas, and broader implications of spoken content (Siegel, 2011). It involves grasping the fundamental message without delving into exhaustive details. Hence, intensive listening is an integral component of listening for gist. Students engage in an intricate process of deciphering distinct sounds, words, and grammar to attain an exact understanding of the speaker's message. This listening type is reinforced

by Sentence Completion tasks, which encourage learners to pay astute attention to legal language usage, grammatical structures, and the overall context to deduce the intended meaning.

Interactive listening, as showcased through Question-Answer activities, replicates practical legal exchanges, and comprises dynamic engagement and social negotiation of meaning between the listener and the speaker (Rost, 2011). In Question-Answer tasks, learners actively participate in legal conversations by responding to the speaker's inquiries. This interactive approach enhances their ability to comprehend and engage in legal discourse effectively.

Note-taking

Functions of note-taking

The remarkable roles of note-taking comprise the encoding and storage functions, as they have become distinct features and either one or both of them appear to serve by notes (Di Vesta & Gray, 1972). They suggest encoding to be the most important aspect, taking advantage of learners' memory while taking notes, thus fostering their active attention once they comprehend it. Contrariwise, the storage function is the primary benefit (Fisher & Harris, 1973) since students are given opportunities to review information in an accessible format when necessary (Di Vesta & Gray, 1972).

Types of note-taking strategies

Mosleh and Baba (2013) reveal that several note-taking strategies are deployed for acquiring the target language, namely

the Mind Mapping Method, the Sentence Method, the Outlining Method, the Listing Method, and the Cornell Method.

The Mind Mapping Method was developed by Tony Buzan in 1960 and later utilized in taking notes. He explains that this method involves using lines, symbols, keywords, and images in an organized, and highly structured way. Buzan (2005) states that note-taking gives advantages to the students in remembering better on something, making better notes, arising with brilliant ideas, organizing our thinking, and having more fun in learning process.

Mosleh and Baba (2013) assert that the Sentence Method in taking notes consists of writing every idea, illustration, or topic on a separate line so that the notes are slightly more organized; however, learners find it difficult to separate major and minor points to edit and review after taking notes.

In the Outlining Method, learners take notes by arranging and organizing information from general to specific, in which related, exclusive information follows inclusive material. Its benefits comprise well-organized information, recorded information, reduced edition, and modification, main points turned into questions for easier review. However, this method takes plenty of time to organize detailed and comprehensive ideas, so it cannot be used in fast lectures (Mosleh & Baba, 2013).

The Listing Method is a strategy commonly used to easily remember the material and mainly focus on what the

speaker says (Mosleh & Baba, 2013), allowing recording as much as possible what the speakers convey rather than processing the input. Even though notes taken can be very short and more detailed, this strategy is not effective if it is used by students for learning needs (Wong, 2005).

Finally, the Cornell Method is a format developed by Walter Pauk at Cornell University that involves dividing four columns to write down information and its key ideas. This systematic method assists students in recording and reviewing their notes for organizational improvement (Hayati & Jalilifar, 2009). This research also shows that teaching this strategy to university students can help improve their achievement.

Difficulties of second language (L2) learners in note-taking during listening comprehension

For English as a Second Language (ESL) or ESP students, taking notes is a highly demanding skill. Accordingly, it is perceived as a challenging task due to specific difficulties in organizing and designing, recalling lecture concepts and details, and writing them down simultaneously with an appropriate level of language proficiency (Hale & Courtney, 1994).

Clear organization defines effective notes. Several studies have posited that low-proficiency ESL students have difficulty showing the hierarchical relationship between main and subordinate ideas (Williams & Eggert, 2002). Another challenge L2 students might face while

taking effective notes appears to be limited general and discipline-specific academic vocabulary (Gollan et al., 2002).

Cognitive and metacognitive aspects

Based on the theory underlying note-taking studies, note-taking is discovered to be rooted in cognition and metacognition.

Karimi (2011) posits that cognitive analysis is critical to studying the mental operations underlying note-taking. It is considered a complex activity including comprehending and selecting appropriate information to record and format, before storing it in long-term memory. As learners produce this product, the cognition process takes place through the knowledge and working memory resources.

Metacognitive knowledge is claimed to be essential for successful learning because of students' understanding of themselves (Wenden, 2001). She suggests that explicit learners' beliefs about acquiring a second language influence how they approach that language. Additionally, Anderson (2002) believes that using these strategies ignites one's thinking and can lead to higher learning and better performance. Note-taking while listening correspondingly renders listeners more active by involving them in metacognitive strategies such as evaluation, interpretation, decision-making, and summarizing.

Research on note-taking and its efficacy has generated debates regarding experimentally (Fisher & Harris, 1973). Concerning note-taking in listening, Hale and Courtney (1994) and Hayati and

Jalilifar (2009) explore the effects of note-taking strategies on listening performance. Although research on note-taking is significant, more attention needs to be drawn to listening comprehension in legal English. Therefore, there is an essential need for further research to fill the gap in studying this educational aspect.

Methods

Design of the research

A mixed methods research design includes collecting, analyzing, and “mixing” both rigorous quantitative and persuasive qualitative methods in studies to understand a research problem (Creswell & Clark, 2017). They claim that this design provides a better understanding of the research question than either method by itself. An explanatory mixed methods design, the most popular in educational research, was chosen to test the cognitive and metacognitive theories of note-taking in listening comprehension.

The sequence of data collection consisted of two phases, quantitative followed by qualitative data collection, for both serve the two research questions. The quantitative data was first gathered through questionnaire analysis before the subsequent interviews to acquire qualitative data. The authors valued both quantitative and qualitative data and featured them as equal sources.

Pedagogical setting and participants

Students in legal English courses are equipped with different legal skills, among which are legal listening skills. Their

listening skills were primarily exposed and augmented through the subject named Legal Listening, which spread over eight credits within three terms, using the *Introduction to International Legal English* by Jeremy Day and Amy Krois-Lindner (2011). Listening tasks in this coursebook include Matching, True/False Statements, Multiple Choices, Sentence Completion, and Question-Answer. Lecturers also apply supplementary materials extracted from diverse sources, such as books, news, or videos, and then designed to carry the same characteristics as the tasks in the main coursebook and in accordance with the subject goals and student proficiency.

The authors applied convenience sampling to collect various participants' opinions in the above-mentioned settings. The type of sampling was selected based on the amount of rigor required for the research, the characteristics of the target population, and the availability of participants. This approach was employed by selecting participants based on their willingness and availability to be studied. The sample did not represent the whole population but could provide helpful information for answering the research questions.

Among the total number of students from sophomores to seniors in the Faculty of Legal Languages at the Ho Chi Minh University of Law, 175 male and female participants who were familiar with note-taking and regularly carried it out during listening activities, voluntarily joined in

the data collection process. This process involves two main stages, a questionnaire and interviews. Both instruments were conducted in English and their English language levels reached the upper intermediate to advanced. After conducting the questionnaire and collecting and analyzing its statistics, the authors implemented in-depth interviews with 20 volunteers who willingly provided their contact details at the end of the questionnaire.

Research instruments

Questionnaire

An anonymous and confidential questionnaire sought to fulfill the research purposes. Its first part was designed concerning the students' choices of note-taking strategies to apply in different legal listening tasks to find out which strategies are most applicable to each type of task. Five distinct types, Matching, True/False Statements, Multiple Choices, Sentence Completion, and Question-Answer were involved and an additional explanation for the requirements for each type was provided. The note-taking strategies followed the classification of traditional note-taking with five categories, comprising the Mind Mapping Method, the Sentence Method, the Outline Method, the Listing Method, and the Cornell Method by Moshleh and Baba (2013). With the design of columns for the description of note-taking strategies and rows for types of listening tasks, students were instructed to tick only options of note-taking strategies that they perceived to be most effective for each listening task type.

The second part was adapted from two studies, Movsesyan (2015) and Kim (2012), with appropriate alterations and changes. These two studies consist of potentially adaptable elements to adopt in this research instrument as having been tested for validity and reliability. The questionnaires in these studies also allow for greater comparability and generalizability of findings. Accordingly, the authors have a solid foundation in the accuracy and consistency of the collected data. Additionally, the researchers adopted existing questionnaires to avoid time-consuming and save considerable effort. This second part includes 16 statements, each assessed on five scales, ranking from *Strongly Agree* - 1/ *Agree* - 2/ *Undecided* - 3/ *Disagree* - 4/ *Strongly Disagree* - 5. Statements in this second part related to opinions and attitudes towards the efficacy of applying those strategies were adapted based on the underlying theories from Karimi (2011). Two overarching theoretical bases, cognitive and metacognitive, encompass different features of note-taking in listening comprehension.

Interviews

semi-structured interviews were also utilized to obtain insights from attendees and their choices. With flexible structure and nature, interview questions allow digging into further details in some subtopics besides given information since interviewees were free to express their views on their own terms.

Two distinct parts entailing both compulsory and optional questions were

used to interview participants individually, aiming to discover how they reflect themselves informatively and evaluate their tendency to apply different strategies in various legal listening tasks. The first part included one compulsory and two optional questions to identify regularly chosen methods in legal English listening activities and their efficacy, whereas the second part comprised five compulsory questions to verify their opinions regarding their chosen strategies.

Data collection & analysis

Initially, a questionnaire was conducted with the online Google Form and paper-based forms personally delivered to students in all the classes. Subsequently, individual interviews in English were implemented and recorded with informed consent to analyze emerging themes and patterns.

The questionnaire data underwent analysis by the Statistical Package for the Social Sciences (SPSS) version 20 software. Descriptive statistics were employed to examine the responses coded using a Likert scale, whereby the frequency of note-taking strategies was rated on a 1-to-5 scale. Meanwhile, open coding was applied to analyze the interview transcripts to identify initial concepts and themes, and then organize them into larger themes representing patterns in the data. Through such an iterative process, a list of initial codes was generated, thus providing details on participants' note-taking strategies and their impact on legal listening tasks.

Results and discussion

Results

The questionnaire sought to elicit the efficacy of note-taking strategies

application in students' legal listening comprehension as well as their attitudes toward the correlation between taking notes and effective listening comprehension.

Table 1. Figures of statements about different note-taking strategies application in a variety of listening tasks (F=Frequency; P=Percentage)

No.	Items	Matching		True/False		Multiple Choices		Sentence Completion		Question-Answer	
		F	P	F	P	F	P	F	P	F	P
1	I often use abbreviated verbal in my notes.	74	42.28	74	42.28	77	44	71	40.57	97	55.43
2	I often use non-verbal (graphics, lines, numerical forms, or symbols) in an organized, colorful, and highly structured way to take notes.	56	32	56	32	77	44	41	23.7	44	25.14
3	Full sentences are used in my notes	9	5.1	32	18.28	12	6.86	62	35.43	86	49.14
4	I write every idea, illustration, or topic on a separate line to summarize and organize my thoughts in note-taking.	44	25.14	59	33.71	44	25.14	83	47.43	50	28.57
5	I arrange and organize information from general to specific, in which inclusive material is followed by more exclusive but related information.	38	21.71	56	32	62	35.43	59	33.71	83	47.43
6	I listen and write information in points in an organized pattern based on space indentation.	53	30.28	65	37.14	38	21.71	74	42.28	56	32

No.	Items	Matching		True/False		Multiple Choices		Sentence Completion		Question-Answer	
		F	P	F	P	F	P	F	P	F	P
7	I try to record what the speakers convey as much as possible.	44	25.14	65	37.14	74	42.28	62	35.43	65	37.14
8	I pay attention to various features, such as: main topics, subtopics, and supporting ideas, (explanations, illustrations, examples.).	56	32	71	40.57	59	33.71	74	42.28	62	35.43
9	I take notes by drawing columns and labeling appropriate headings in a table.	47	26.85	47	26.85	38	21.71	35	20	26	14.86
10	I record information in a table with different categories during listening.	47	26.85	53	30.28	56	32	26	14.86	38	21.71

Overall, the data in Table (1) demonstrates that the participants tended to apply a variety of note-taking strategies in five distinct types of legal listening tasks, some of which were more prevalent than others. It could be seen that the frequency for all items varied between 9 and 97, relevant to their percentages ranging between 5.1% and 55.43%, suggesting that the respondents applied note-taking strategies to different degrees. The most picked strategy was item 1, which was mostly applied in Question-Answer tasks, whereas the one with the lowest frequency in respondents' choices was item 3 in the application of Matching tasks.

Statistics regarding the first three listening tasks, namely Matching, True/False Statements, and Multiple Choices, elucidate that participants chose item 1 – *I often use abbreviated verbal in my notes* – to be their preferential note-taking tendency for 74, 74, and 77 times respectively in these three listening tasks. In other words, up to 42.28%, 42.28% and 44% of respondents opted for this note-taking strategy. In contrast, there were only 9, 32, and 12 times that item 3 – *Full sentences are used in my notes* – was elected. It could be witnessed from the percentage of respondents' choices towards the strategy, respectively 5.1%, 18.28%, and 6.86%, in those three listening tasks.

For Sentence Completion and Question-Answer tasks, both are the less favorably chosen note-taking strategies. Accordingly, there were only 26 times people opted for using the strategy of drawing columns and labeling headings in tables to record information with different categories during listening – item 9, making up 14.86% of respondents choosing to take notes during Question-Answer tasks. Considering the frequency of other strategies, it was found that items

4, 6, and 8 were all mostly chosen to apply in Sentence Completion compared to the remaining types of tasks with 47.3%, 42.28%, and 42.28% of respondents. In item 2 – *I often use non-verbal (graphics, lines, numerical forms, or symbols) in an organized, colorful, and highly structured way to take notes*, and in item 7 – *I try to record what the speakers convey as much as possible*, 44% and 42.28% of respondents tended to use these strategies to take notes in Multiple Choice tasks.

Table 2. Figures of statements about students' perceptions on the impact of the application of different note-taking strategies on effective listening comprehension

No.	Items	1	2	3	4	5	Mean SD
13	Note-taking increases my learning via actively processing the material, relating it to previous knowledge, and carrying out the process of recording.	32.7	38.0	16.4	8.2	4.7	2.14 1.108
14	When I take notes, I select important ideas and interpret the information, decide what to record, and write it down.	27.5	41.5	12.3	14.6	4.1	2.26 1.135
15	When I take notes, I write the information down to store it in my long-term memory.	26.3	27.5	26.9	15.8	3.5	2.43 1.142
16	Taking notes helps me to remember the details of the listening tasks.	38.6	32.7	14.0	9.9	4.7	2.09 1.159
17	Taking notes during the listening activity helps me carefully classify the information in my mind during the tasks.	27.5	38.0	18.1	12.3	4.1	2.27 1.117
18	Taking notes in listening tasks helps me hold and manipulate ideas in my working memory in a detailed way.	21.1	35.1	27.5	12.3	4.1	2.43 1.079

No.	Items	1	2	3	4	5	Mean SD
19	Taking notes helps me to summarize the main ideas in the listening tasks.	31.0	41.5	14.6	9.4	3.5	2.13 1.066
20	There is a relationship between note-taking and some cognitive variables, such as attention, memory, comprehension, ...	28.1	35.1	17.5	14.0	5.3	2.33 1.178
21	Taking notes helps me to learn, think, create, and organize ideas.	31.6	41.5	12.3	7.6	7.0	2.17 1.163
22	Taking notes helps me to focus on the subject and extends my attention span.	35.1	39.2	13.5	8.2	4.1	2.07 1.088
23	Taking notes facilitates the selection of important points (main points) in the listening task.	28.7	39.2	14.0	12.9	5.3	2.27 1.162
24	Taking notes facilitates the selection of important points (detailed information) in the listening task.	26.3	45.6	16.4	8.8	2.9	2.16 1.010
25	Taking notes provides me with effective listening comprehension.	32.2	33.9	15.8	12.9	5.3	2.25 1.189
26	I consider note-taking into accounts as an effective strategy to improve my listening comprehension.	31.0	31.6	21.6	10.5	5.3	2.27 1.163
27	Note-taking and review activities affect my performance in fulfilling listening tasks.	24.0	42.1	18.7	11.7	3.5	2.29 1.065
28	When I combine note-taking with review activities on my performance in fulfilling listening tasks, it is proven to be effective.	36.8	34.5	12.3	10.5	5.8	2.14 1.195

From the statistics presented in Table (2), the means for each item ranged from 2.07 to 2.43, indicating that, on average, the participants tended to agree with the statements to varying degrees. Participants

rated item 16 and item 13 equally with the highest mean score of 2.43. By contrast, the item with the lowest mean score was item 20, *Taking notes helps me to focus on the subject and extends my attention span*, with

a mean score of 2.07. Other items with relatively lower mean scores include item 11 and item 26 which have a mean score of 2.14. Accordingly, taking notes in listening tasks and writing information down to store it in long-term memory were chosen most highly by the participants, while taking notes to focus on the subject and extend attention span were the least agreed.

The standard deviation of each item ranged from 1.010 to 1.195, suggesting that the responses were relatively consistent across the participants. It can be observed that item 26, *When I combine note-taking with review activities on my performance in fulfilling listening tasks, it is proved to be effective*, had the highest standard deviation of 1.195, while the lowest standard deviation was for item 23, *Taking notes provides me with effective listening comprehension*, (1.010). Most importantly, the standard deviations for items 11-26 were found to be higher than 1, meaning that the responses were more spread out. This finding implies that participants' views regarding note-taking during listening tasks varied to a considerable extent.

There was a variation in the frequency of responses for different items. Particularly, the item with the highest frequency was item 23, *Taking notes provides me with effective listening comprehension*, with 32.2% of participants choosing *Always* and 33.9% preferring *Often*. Meanwhile, the remaining items had varying degrees of agreement or disagreement, with percentages ranging from 6.3% to 29.8%.

The first part of the interview focused on identifying the types of tasks participants found most challenging regarding information retention. 16 out of 20 students identified Multiple Choice questions as particularly demanding due to ambiguous information and the need to quickly select correct answers within a limited timeframe. In contrast, two students each expressed a preference for True/False tasks and Matching tasks, citing distinct reasons for their choices. Student A highlighted the clarity and straightforwardness of True/False questions, stating, "With True/False, there is no room for interpretation. It is either one or the other, no gray areas" while student B emphasized the cognitive engagement required in Matching tasks, remarking, "It is like solving a puzzle. You have to actively think about the relationships between items, which helps me retain the information better".

Considering the application of note-taking, students articulated various concerns, such as the potential difficulties in employing specific skills for Table Completion tasks due to constraints posed by the answer sheet format. They also highlighted the necessity of balancing between listening and note-taking to prevent critical information from being overlooked. Speed emerges as a recurring obstacle, as participants struggle to transcribe information promptly while simultaneously comprehending the content. The subsequent section delved into

applying different note-taking strategies across various listening tasks. Students who employed multiple strategies (8 out of 20) emphasized the utility of bullet points or numbering to organize their notes, providing a clear framework for better comprehension. Their approaches to distinct tasks were featured by a deliberate focus on key elements, from highlighting keywords for True/False tasks to capturing missing words/phrases in Sentence Completion ones. Furthermore, strategies were customized to cater to specific task requirements, such as underlining or highlighting keywords to facilitate Matching tasks. These approaches were seen as pivotal in enhancing comprehension. Among those who applied multiple strategies, the flexibility to switch approaches depending on task demands was featured as a valuable benefit. Conversely, concerns were raised regarding the potential for confusion and errors resulting from the rapid interchange of strategies, particularly when time constraints were a factor.

Participants viewed note-taking not merely as a mechanical transcription process, but rather as a demanding skill that requires a high level of concentration and the ability to discern key information from the input. This recognition of note-taking as a complex cognitive task underscores the students' awareness of its strategic importance in the listening comprehension process. Responses varied respecting the application of note-taking strategies across

different tasks. While some participants favored a consistent approach across all tasks, others advocated for adaptability, tailoring their note-taking strategies to the specific demands of each task type.

For the Listing Method, a significant majority of 20 participants found it highly preferred for all types of listening tasks, establishing it was the predominant note-taking strategy. By prioritizing pivotal details through keywords and abbreviations, student C, who preferred the Listing method, aptly encapsulated their approach: "I aim to grasp the main idea by noting down crucial keywords and abbreviations for memorization, which I later review for better recall." This approach not only enhances memorization but also serves as an efficient recall tool.

Three participants considered Mind-Mapping to be chosen for tasks requiring synthesizing a substantial amount of information, ensuring accuracy as in Question-Answer tasks. However, one respondent employed Mind-Mapping for multiple choice and True/False tasks. Student D expressed that "Mind Mapping is a strategy that fosters active engagement, provides immediate feedback on comprehension, and emphasizes critical thinking. This method helps me establish connections between each piece of information or concept."

Two of the 20 participants found the Cornell and Sentence Methods effective for sentence completion tasks. They

affirmed that these strategies enable swift recording of keywords and ideas, facilitating comprehension of audio and aiding in predictions. The first students preferred organizing notes with various columns and headings for ease, while the other typically used one column to jot down and label similar ideas. However, some participants refrained from using this method due to challenges in differentiating speakers in a dialogue.

Two participants favored the Outline Method for dealing with all types of tasks. This method assisted in focusing on crucial elements such as connections between topics and sub-topics, thus reducing editing time. One of them particularly employed the Outline Method for Multiple Choices tasks, finding it beneficial due to its capacity to streamline the identification of key options and enhance decision-making efficiency. Nonetheless, he encountered difficulty in striking a balance between noting down vital details and maintaining focus and found the method lacked a sequential structure.

Discussion

The diverse utilization of note-taking strategies observed in this study sheds light on the nuanced approach students adopt when dealing with various legal listening tasks. Participants acknowledged that effective note-taking requires a heightened level of concentration and an ability to discern crucial information from the input, underscoring the strategic significance of this skill.

The Mind-Mapping Method proved notably effective for tasks requiring the synthesis of substantial information, notably in Question-Answer tasks. Participants emphasized its ability to foster active engagement, provide immediate comprehension feedback, and stimulate critical thinking. These findings align with prior research that has demonstrated how Mind Mapping aids in visualizing connections between pieces of information (Buzan, 2005). Additionally, it facilitates the creation of meaningful links among disparate elements, as highlighted by Evrekli et al. (2009).

The Listing Method emerged as the preferred strategy across all types of listening tasks for the majority of participants. By prioritizing keywords and abbreviations, this approach not only aids in memorization but also serves as a reliable recall tool. It is important to note, however, that our participants' responses differ from the findings of Wong (2005), who suggested that this strategy might not be as effective for general learning needs. This discrepancy highlights the context-specific nature of note-taking strategies and underscores the importance of tailoring them to the specific demands of legal listening tasks.

Both the Cornell and Sentence Methods demonstrated efficacy in handling Sentence Completion tasks. These strategies allowed for the swift notation of keywords and essential ideas, subsequently enhancing audio comprehension and

aiding in making accurate predictions. This research's findings coincide with previous research by Hayati and Jalilifar (2009). Their work corroborates that employing the Cornell Note-Taking method assists learners in efficiently revising and reviewing notes, pinpointing crucial information, and honing in on vital concepts.

The Outline Method emerged as an effective strategy for handling various types of tasks. Students believed that it facilitated a focused approach towards essential elements, including the connections between topics and sub-topics, ultimately reducing editing time. It is noteworthy that our findings differ from those of Mosleh and Baba (2013), who suggested that this method may be time-consuming when applied to organizing detailed and comprehensive ideas, making it less suitable for fast-paced lectures.

Respondents confirmed a relationship between note-taking and some cognitive variables such as attention, memory, and comprehension. The findings agree with Karimi (2011) when most participants claimed that they went through a process of selecting important ideas, interpreting the information, deciding what to record, and writing it down to store it in their long-term memory while doing listening tasks. To achieve listening comprehension, learners must go through such steps, and they happen as cognition and metacognition occur. Accordingly, most participants concurred that metacognition was present while listening, and they asserted its

occurrence could considerably enhance their comprehension, thus coinciding with Anderson (2002), when metacognitive strategies stimulate students' thinking and can result in deeper learning and better performance.

Furthermore, students' comprehension during their listening tasks has an intense relationship with cognitive processes. Particularly, students asserted that they had to pay attention to the information from general to detailed and then choose what to consider more essential. These experiences are similar to Goh (2012) that for oral information input processing, the participation of cognition is evitable.

Additionally, the participants' perceptions tended to be positive, generally proving that there is a deep correlation between taking notes and effective listening comprehension. They believed that taking notes provided effective listening comprehension and also helped improve their listening comprehension. Note-taking is reinforced to productively serve both functions through the research results since these functions appear to be apprehended. Both functions have roots stemming from cognition appearance, exposed through the advantageous impacts of note-taking functions recorded from participants' responses (encoding and external storage). It thus resonates with Di Vesta and Gray (1972) that letting note-takers transcribe their subjective associations, inferences, and interpretations illustrates the encoding

function; taking notes contributes chances for learners to further review through its function as external storage. The expressions of these functions are thus penetratingly related to what cognition serves learners.

Conclusion

The main results indicate that learners found taking notes beneficial for their performance in various legal English listening activities and held a positive attitude toward the applied note-taking strategies. Students' achievement in listening comprehension is found to be correlated with the quality of notes after they applied different note-taking strategies, despite a wide variety of methods. Furthermore, evidence shows that students' comprehension during their listening tasks in the curriculum of the legal English major has an intense relationship with metacognitive and cognitive processes. It can be concluded that different note-taking strategies diversely influence students' listening comprehension in each type of legal listening task. Besides, the study also shows a deep correlation between taking notes and effective listening comprehension during their legal English courses.

Implications

The research results explicitly support the contribution of note-taking during legal English listening tasks to learners' listening comprehension. Besides, it also contributes to the development of their

positive attitudes towards note-taking during listening activities. Moreover, these results have positive implications for legal English listening comprehension teaching and learning.

This research thus sends a message that teachers should be concerned about the listening process and their students' present ability to come up with appropriate practices. It would be reasonable for students to be encouraged to get used to taking notes by applying suitable strategies to increase their listening ability rather than simply adding comprehensive input.

Limitations

First, several variables within the research sample, such as different personalities, interests, learning styles, and learning backgrounds of subjects might affect the results, which the authors are unable to control.

Second, there was a shortage of time and restriction of conditions, leading to the comparatively small research scale to some degree. All attendees major in legal English in the Ho Chi Minh University of Law which might not be representative of a larger scope, and the research is only a case study within this educational institution, therefore could not be generalized for a variety of students from different universities.

Recommendations for future research

One major recommendation is to include the well-defined variable of

proficiency level in the design to introduce more accurate research results. Moreover, the relationship between appropriate notes and test performance should be explored more deeply. Besides, studies in various educational settings, with legal English learners at different levels, should also be considered.

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