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Note-taking Practices, Challenges and Strategies: Their Effects on EFL Chinese Students' Listening Comprehension

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Abstract: *This dissertation examines the relationship between note-taking practices, challenges, and strategies, and their impact on the listening comprehension of Chinese students studying English as a foreign language (EFL). The objectives are to determine participant profiles, describe note-taking practices, identify challenges, analyze strategies, explore differences based on participant profiles, establish relationships between note-taking factors, and propose enhanced practices and strategies. Data was collected through surveys and interviews to understand participant demographics and note-taking practices. Variations in practices and listening comprehension were explored among different groups of EFL Chinese students. The study describes existing note-taking patterns, including functions, starting points, information captured, and challenges faced. Challenges encountered during note-taking were investigated, considering language proficiency, listening skills, cognitive load, and attention span. The study also analyzed employed note-taking strategies, including perception, effectiveness, and specific skills. Analysis of the data revealed variations in note-taking techniques based on gender and age. Unique challenges included linguistic barriers, cultural differences, and individual learning preferences. Relationships between note-taking practices, challenges, and strategies were established, highlighting their impact on listening comprehension. Based on the findings, enhanced note-taking practices and strategies were proposed, covering note organization, abbreviation methods, active listening, and technology integration. This research provides insights into the complex relationship between note-taking practices, challenges, and strategies, and their influence on EFL Chinese students' listening comprehension. The proposed recommendations offer practical implications for educators and learners, enabling the development of effective note-taking techniques tailored for Chinese students studying English as a foreign language.*

Keywords: *Note-taking Practices, Challenges, Strategies, Listening Comprehension, EFL Chinese Students*

1. Introduction

Despite historically receiving limited attention within the realm of English as a second language (ESL) instruction, listening comprehension stands as one of the most vital abilities that second language learners must master to achieve success in college-level courses. Depending on the prevailing perception of it at different times, listening has been seen from various angles over the years. As stated by Albl-Mikasa (2017) [1], listening should not be perceived as a unilateral pathway, devoid of complexity. It transcends the mere reception of audible symbols and encompasses a multifaceted interaction. Moreover, as per Anthony's (2012) [2] perspective, listening is characterized as an active endeavor rather than a passive one. According to Khalifa, et. al (2010) [10], listening comprehension is considered to be an active cognitive process in which humans engage in focused attention to particular auditory information, infer meaning from passages, and build links between what they hear and their previous knowledge. Mastering one of the four abilities necessary to communicate effectively in a language might be difficult, but listening comprehension is often the most difficult. Despite listening's status as the most frequently used linguistic skill and its indispensability in a wide range of learning activities, numerous challenges, such as insufficient attention and adoption of necessary skills and strategies, persistently hinder its effective implementation, necessitating further investigation.

The act of note-taking entails simultaneous engagement in multiple cognitive processes. A parallel can be drawn between the cognitive demands of note-taking and the expertise required for playing chess, as both activities necessitate knowledge retrieval, planning, and problem-solving abilities (Juan

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et al., 2013) [9]. Note-taking, as a practice of documenting information acquired from external sources, has a rich historical legacy that spans across diverse civilizations and scientific progress. Its enduring significance and adaptability in numerous domains have been evident throughout different epochs. In contemporary times, note-taking remains a fundamental skill utilized by interpreters, particularly in consecutive interpretation. This field necessitates interpreters to re-express oral communications, such as speeches, either in their entirety or in segments. To effectively manage the extensive amount of information, interpreters rely on various note-taking techniques. Moreover, note-taking's efficacy extends beyond the realm of interpreting and has gained recognition among English as a Foreign Language (EFL) educators. Within the broader domain of education, EFL educators widely acknowledge the positive impact of note-taking as a well-established and effective strategy for enhancing students' analytical, comprehension, and recall abilities when engaging with lecture-based or speech-based content. EFL educators have observed that students often encounter challenges related to short-term memory retention and comprehension. By employing note-taking as a mnemonic device, students find it easier to capture unfamiliar vocabulary, analyze texts, and comprehend complex ideas. Numerous studies have demonstrated the fruitful outcomes of incorporating note-taking in the context of listening comprehension, prompting EFL educators to explore suitable pedagogical strategies that foster effective and meaningful note-taking practices. Some EFL educators may make the mistake of thinking their students have the note-taking abilities they need before they even begin to teach. Although many plans have been put in place to help kids acquire this vital ability, there is always the chance that new obstacles may surface. Therefore, educators should maintain vigilance and make appropriate modifications to improve the results of note-taking education.

This research aims to shed light on the various aspects related to note-taking, including its practices, challenges encountered by students, and effective strategies to enhance listening comprehension. Theoretical contributions expand our understanding of language learning strategies and the cognitive processes involved in listening comprehension. From a practical standpoint, the findings provide actionable insights for educators to address the challenges faced by EFL Chinese students and improve their listening comprehension abilities. To obtain the presumed goals, the author did a large-scale survey to gather enough data for discussion.

2. Research and Discussion

2.1. Research Design

The study's overarching purpose is to inquire into the correlations between note-taking habits, difficulties, and techniques used by EFL Chinese students to improve their listening comprehension. To accomplish this objective, the study employs a descriptive correlational approach, which concentrates on describing and explaining the relationships between variables without manipulating them. Using this methodology, the study will analyze and interpret the variables of note-taking practice, challenges, and strategies separately, with a focus on examining their correlations within the same group of EFL Chinese students. The study employs a four-part questionnaire to collect pertinent information.

2.2. Participants

This academic study employed an experimental design and was conducted within a university in China, where the author is currently affiliated. The purpose of this research was to look at how taking notes impacts students' ability to absorb new information during lectures. The survey included 363 undergraduates who were all majoring in English. The inclusion criteria ensured that most of the students met the basic requirements outlined in the questionnaire, allowing for a more homogenous sample in terms of English language proficiency and educational background. The purpose of this research was to get information from students who had devoted a considerable amount of their academic career to learning English and had done so by focusing on those who had been studying the language for more than 10 years as part of their major.

By conducting the study within the university where the author is employed and selecting English major students as participants, the research aimed to provide valuable insights into the specific context of note-taking practices and their effects on listening comprehension among a group of Chinese English major students. The study's results might help inform the design of focused treatments and suggestions to better support English majors' note-taking and listening comprehension in similar classroom contexts.

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2.3. Instrument

The major research method used in this study was a questionnaire survey; this was supplemented by observing English classrooms at random in a college setting. The questionnaire has four sections: background info, note-taking habits in general, difficulties in taking notes, and methods for overcoming them. The questionnaire was made available in both Chinese and English to ensure that all participants could understand it. The questionnaire used in this study was modified from one originally developed for a study titled "The effects of note-taking on listening comprehension in the Test of English as a Foreign Language" by Haduck (2018) [8]. Despite its importance as a frequently utilized ability in interpretation, there are surprisingly few studies that focus on teaching Chinese speakers how to listen to and understand the English language in order to take notes.

2.4. Data Analysis

Data analysis serves as a fundamental component of quantitative research, as it determines the scientific rigor and validity of a study. In this study, the quantitative data obtained from the questionnaires were encoded and synthesized using SPSS 17.0 (Statistical Package for the Social Sciences) for further analysis. The collected data were initially tabulated to facilitate organization and interpretation. The weighted mean was employed to assess the levels of the online classroom environment, students' engagement, and students' motivation. To interpret the Likert scale responses, a verbal interpretation range was established as follows: scores between 3.50 and 4.00 were classified as "Strongly Agree," scores between 2.50 and 3.49 as "Agree," scores between 1.50 and 2.49 as "Disagree," and scores between 1.00 and 1.49 as "Strongly Disagree." The quantitative data were processed using the following steps: descriptive statistics and Pearson correlation analysis.

2.5. Results and Discussion

Table 1: Difference of Responses on General Practice of Note-taking When Grouped According to Profile

Sex	λ2c / U	p-value	Interpretation
FUNCTION OF NOTES	14622.5	0.887	Not Significant
STATUS QUO	14231.5	0.575	Not Significant
PROBLEM	14141	0.512	Not Significant
STARTING POINT OF NOTE-TAKING	14518.5	0.792	Not Significant
INFORMATIN TAKEN	14473	0.757	Not Significant
Age			
FUNCTION OF NOTES	13231.5	0.103	Not Significant
STATUS QUO	12843.5	0.039	Significant
PROBLEM	13803	0.310	Not Significant
STARTING POINT OF NOTE-TAKING	14247	0.586	Not Significant
INFORMATIN TAKEN	14496.5	0.782	Not Significant

Legend: Significant at p-value < 0.05

Table 1 represents a difference in responses on the general note-taking practice when grouped according to profile. It was observed that the p-value for Status Quo related to note-taking practices is (0.039) less than the generally accepted alpha value (0.05). This suggests a significant difference in responses between students of different age groups regarding the status quo regarding note-taking. The other variables analyzed (for functions of notes, problem, starting point of note-taking, and information taken) have p-values greater than the alpha value (0.05), suggesting no significant difference between the responses of students of different age groups for these variables.

Previous research studies have also reported variations in note-taking behaviors based on age, with older students demonstrating more established and structured note-taking practices (Lorio et al., 2022)[12]. The analysis of Table 2 reveals a significant generation gap in the current note-taking practices of students of various ages. Courtney et al. (2022) [5] emphasize the benefits of group note-taking activities in online learning as evidence in favor of this conclusion. Cui and Wang (2021) [6] concur that students should carefully consider the language they use when taking notes and that a blended learning approach is practical. Collectively, these studies suggest that collaborative note-taking can enhance note quality and recall, that a blended learning approach can maximize the learning experiences of EFL learners, there is a significant difference in responses among different age groups

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regarding the status quo of note-taking practices, and that note-taking language choice can influence students' understanding of course material.

Table 2: Difference of Responses on Challenges in Note-taking When Grouped According to Profile

Sex	λ2c / U	p-value	Interpretation
ESSENTIAL FACTOR	14219.5	0.567	Not Significant
NEED SOLUTION	14288.5	0.618	Not Significant
MOST CHALLENGING	14654	0.913	Not Significant
Age			
ESSENTIAL FACTOR	13129.5	0.071	Not Significant
NEED SOLUTION	14232.5	0.568	Not Significant
MOST CHALLENGING	13513.5	0.185	Not Significant

Legend: Significant at p-value < 0.05

Responses to note-taking from different participants as is shown in table 2 were analyzed with their profiles such as their gender and age taken into account. Based on the Lambda squared (λ2c) or U values and the p-values, it seems that there are no significant differences in responses based on sex and age. This indicates that the gender or the age of the participants don't have a significant impact on how they perceived the important factors, necessary solutions, or the most difficult aspects of note-taking. However, it's worth mentioning that even though the differences aren't statistically significant, there could still be variations among individuals within each group. Apart from gender and age, there are other factors like individual learning styles, personal preferences, and language proficiency that might affect how participants respond to note-taking challenges.

Dave, S. et. al (2021) [7] conducted a study to investigate how university students' learning styles are related to their use of computer technology for language learning. The result of the study shows there isn't any difference between genders when it came to using technology and preferred learning styles

Table 3: Difference of Responses on Strategies of Note-taking When Grouped According to Profile

Sex	λ2c / U	p-value	Interpretation
STRATEGY UNDERSTANDING	14548.5	0.823	Not Significant
EFFECTIVENESS OF NOTES	14263	0.600	Not Significant
NOTE-TAKING STRATEGIES NEEDED	14410	0.711	Not Significant
QUANTITY OF NOTE	14602	0.869	Not Significant
SYMBOL SYSTEM	14321.5	0.643	Not Significant
OUTPUT PERCENTAGE	14623.5	0.887	Not Significant
FORMAT	14601.5	0.869	Not Significant
QUALITY	13600.5	0.213	Not Significant
NOTE-TAKING HABIT	14548.5	0.823	Not Significant
MEANING CLUSTER	14263	0.600	Not Significant
Age			
STRATEGY UNDERSTANDING	14046	0.449	Not Significant
EFFECTIVENESS OF NOTES	13503.5	0.182	Not Significant
NOTE-TAKING STRATEGIES NEEDED	14682	0.936	Not Significant
QUANTITY OF NOTE	14472	0.763	Not Significant
SYMBOL SYSTEM	14559.5	0.833	Not Significant
OUTPUT PERCENTAGE	13835.5	0.325	Not Significant
FORMAT	14504	0.788	Not Significant
QUALITY	14126.5	0.500	Not Significant
NOTE-TAKING HABIT	14437.5	0.735	Not Significant
MEANING CLUSTER	13645	0.232	Not Significant

Legend: Significant at p-value < 0.05

Table 3 shows no significant difference in responses on note-taking strategies when grouped according to profile. These findings align with earlier research by Salame and Thompson (2020) [14], who discovered that students who took notes strategically performed better on tests, final exams, and general. The results of Salame and Thompson's study suggest that note-taking techniques can be helpful for Chinese EFL students because they benefit students from all academic backgrounds. Additionally,

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the findings of Abdulkhay et al. (2022) [1] support that note-taking techniques can be advantageous for EFL students. The non-significant findings in Table 3 are consistent with the notion that note-taking techniques can benefit Chinese EFL learners, particularly in enhancing listening comprehension since they can help them understand and process information in listening-focused contexts. The effects of various note-taking formats on students' understanding of mathematical concepts were also contrasted (Sa'diyah et al., 2022) [13]. Students who used a guided note-taking model performed better than their peers who relied on group study, according to the findings of their study.

Table 4: Relationship between General Practice of Note-taking and the Challenges in Note-taking

FUNCTION OF NOTES	rho	p-value	Interpretation
ESSENTIAL FACTOR	-0.022	0.671	Not Significant
NEED SOLUTION	0.003	0.953	Not Significant
MOST CHALLENGING	-0.056	0.290	Not Significant
STATUS QUO			
ESSENTIAL FACTOR	-0.018	0.733	Not Significant
NEED SOLUTION	-0.04	0.444	Not Significant
MOST CHALLENGING	-0.043	0.414	Not Significant
PROBLEM			
ESSENTIAL FACTOR	0.029	0.582	Not Significant
NEED SOLUTION	-0.010	0.843	Not Significant
MOST CHALLENGING	0.017	0.744	Not Significant
STARTING POINT OF NOTE-TAKING			
ESSENTIAL FACTOR	-0.024	0.649	Not Significant
NEED SOLUTION	-0.002	0.970	Not Significant
MOST CHALLENGING	-0.003	0.956	Not Significant
INFORMATIN TAKEN			
ESSENTIAL FACTOR	-0.011	0.829	Not Significant
NEED SOLUTION	-0.027	0.613	Not Significant
MOST CHALLENGING	-0.005	0.923	Not Significant

Legend: Significant at p-value < 0.01

Upon thorough examination of the data presented in table 4, it becomes evident that there is no substantial statistical correlation between overall note-taking practices and the encountered difficulties. Nonetheless, it is crucial to consider certain influential factors that may impact these results, despite not reaching statistical significance: In the first place, the act of note-taking itself is a multifaceted process, influenced by various elements such as personal preferences, individual comprehension abilities, and preferred methodologies. Secondly, diverse note-taking approaches arise from variations in preferred learning styles, cognitive processes, and prior experiences. Moreover, the specific context of EFL Chinese students' listening comprehension and note-taking entails unique challenges that may not be fully represented by the studied indicators. There are some relevant studies conducted in this particular field. Tsai-Fu and colleagues conducted a study investigating the differential effects of note-taking in native Mandarin versus non-native English on the understanding of English-language conversations and lectures among college students. The results demonstrated that the note-taking approach significantly influenced comprehension in both short conversations and long lectures. However, Park conducted a study that yielded contrasting results to Tsai-Fu et al.'s research.

Upon careful examination of the data shown in table 5, several noteworthy findings emerge. Notes serve as a means to record and retain essential information, capturing key points from lectures or meetings. The correlation coefficients within the range of 0.020 to 0.103 indicate weak to moderate positive associations with note-taking strategies. The corresponding p-values, ranging from 0.050 to 0.700, signify varying degrees of statistical significance. Overall, there is a lack of strong correlation between note-taking methods and the utilization of notes. The findings revealed in table 5 could find echoing responses in some previous studies in China. Dai and Xu revealed that professional interpreters relied less on Chinese phrases and instead utilized words, abbreviations, and symbols more frequently compared to non-professionals. Wang's (2022) [15] revealed that students frequently employed individual Chinese characters and symbols in their notes. Liu (2021) [11] delved into the correlation between the quality of lines and arrows in notes and interpretation quality. Surprisingly, the results suggested that the use of lines and arrows did not directly impact interpretation quality.

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Table 5: Relationship between General Practice of Note-taking and the Strategies of Note-taking

FUNCTION OF NOTES	rho	p-value	Interpretation
STRATEGY UNDERSTANDING	0.096	0.068	Not Significant
EFFECTIVENESS OF NOTES	0.099	0.060	Not Significant
NOTE-TAKING STRATEGIES NEEDED	0.069	0.191	Not Significant
QUANTITY OF NOTE	0.103	0.050	Not Significant
SYMBOL SYSTEM	0.020	0.700	Not Significant
OUTPUT PERCENTAGE	0.072	0.169	Not Significant
FORMAT	0.026	0.624	Not Significant
QUALITY	0.048	0.365	Not Significant
NOTE-TAKING HABIT	0.071	0.175	Not Significant
MEANING CLUSTER	0.070	0.187	Not Significant
STATUS QUO			
STRATEGY UNDERSTANDING	.110*	0.036	Significant
EFFECTIVENESS OF NOTES	0.096	0.069	Not Significant
NOTE-TAKING STRATEGIES NEEDED	0.045	0.395	Not Significant
QUANTITY OF NOTE	.118*	0.024	Significant
SYMBOL SYSTEM	0.092	0.081	Not Significant
OUTPUT PERCENTAGE	.117*	0.026	Significant
FORMAT	0.101	0.055	Not Significant
QUALITY	.164**	0.002	Significant
NOTE-TAKING HABIT	.118*	0.024	Significant
MEANING CLUSTER	.111*	0.035	Significant
PROBLEM			
STRATEGY UNDERSTANDING	0.103	0.051	Not Significant
EFFECTIVENESS OF NOTES	.111*	0.034	Significant
NOTE-TAKING STRATEGIES NEEDED	0.077	0.141	Not Significant
QUANTITY OF NOTE	.146**	0.006	Significant
SYMBOL SYSTEM	.115*	0.028	Significant
OUTPUT PERCENTAGE	.104*	0.048	Significant
FORMAT	.124*	0.018	Significant
QUALITY	.123*	0.019	Significant
NOTE-TAKING HABIT	0.063	0.232	Not Significant
MEANING CLUSTER	0.068	0.197	Not Significant
STARTING POINT OF NOTE-TAKING			
STRATEGY UNDERSTANDING	.112*	0.033	Significant
EFFECTIVENESS OF NOTES	0.078	0.138	Not Significant
NOTE-TAKING STRATEGIES NEEDED	0.039	0.459	Not Significant
QUANTITY OF NOTE	0.071	0.179	Not Significant
SYMBOL SYSTEM	0.086	0.104	Not Significant
OUTPUT PERCENTAGE	0.095	0.072	Not Significant
FORMAT	0.041	0.439	Not Significant
QUALITY	.108*	0.040	Significant
NOTE-TAKING HABIT	0.048	0.358	Not Significant
MEANING CLUSTER	0.037	0.489	Not Significant
INFORMATIN TAKEN			
STRATEGY UNDERSTANDING	.131*	0.013	Significant
EFFECTIVENESS OF NOTES	.128*	0.015	Significant
NOTE-TAKING STRATEGIES NEEDED	0.076	0.147	Not Significant
QUANTITY OF NOTE	.130*	0.014	Significant
SYMBOL SYSTEM	.121*	0.022	Significant
OUTPUT PERCENTAGE	.148**	0.005	Significant
FORMAT	0.079	0.132	Not Significant
QUALITY	.155**	0.003	Significant
NOTE-TAKING HABIT	0.067	0.204	Not Significant
MEANING CLUSTER	0.07	0.183	Not Significant

Legend: Significant at p-value < 0.01

The objective of this section is to thoroughly analyze the data as is shown in table 6 and underscore the significance and relevance of the relationship between note-taking challenges and strategies. A critical factor to consider is the indicators of the "essential factor," which displayed negative correlation coefficients with note-taking strategies. These negative correlations (-0.076, -0.09, -0.044, -0.05, -0.03, -0.024, 0.01, 0.045, -0.019, -0.038) suggest a weak inverse relationship between the perceived importance of certain factors and the actual utilization of note-taking strategies. Although these

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correlation coefficients lack statistical significance ($p > 0.05$), we can assume that the challenges may not strongly influence the choice of note-taking strategies. Other influential factors, such as personal preferences and specific situations, should be taken into account. Courtney et al. (2022) [4] found note-taking had minimal impact on retention. Byrne, E. (2019) [3] found note-taking during TOEFL listening had no significant advantages. Chou (2021) [4] cites Hartley and Davies' review of 35 studies on note-taking. Seventeen studies show note-takers perform better, while sixteen show no difference. Two studies suggest note-taking may be counterproductive. Note-taking may not significantly impact success and could even harm achievement, according to some researchers [16-17].

Table 6: Relationship between Challenges in Note-taking and the Strategies of Note-taking

ESSENTIAL FACTOR	rho	p-value	Interpretation
STRATEGY UNDERSTANDING	-0.076	0.149	Not Significant
EFFECTIVENESS OF NOTES	-0.09	0.086	Not Significant
NOTE-TAKING STRATEGIES NEEDED	-0.044	0.406	Not Significant
QUANTITY OF NOTE	-0.05	0.342	Not Significant
SYMBOL SYSTEM	-0.03	0.567	Not Significant
OUTPUT PERCENTAGE	-0.024	0.648	Not Significant
FORMAT	0.01	0.855	Not Significant
QUALITY	0.045	0.390	Not Significant
NOTE-TAKING HABIT	-0.019	0.719	Not Significant
MEANING CLUSTER	-0.038	0.465	Not Significant
NEED SOLUTION			
STRATEGY UNDERSTANDING	-0.029	0.576	Not Significant
EFFECTIVENESS OF NOTES	-0.041	0.441	Not Significant
NOTE-TAKING STRATEGIES NEEDED	-0.029	0.578	Not Significant
QUANTITY OF NOTE	-0.002	0.970	Not Significant
SYMBOL SYSTEM	-0.008	0.876	Not Significant
OUTPUT PERCENTAGE	0.043	0.418	Not Significant
FORMAT	0.008	0.880	Not Significant
QUALITY	0.063	0.235	Not Significant
NOTE-TAKING HABIT	0.025	0.642	Not Significant
MEANING CLUSTER	0.005	0.921	Not Significant
MOST CHALLENGING			
STRATEGY UNDERSTANDING	-0.015	0.773	Not Significant
EFFECTIVENESS OF NOTES	0.013	0.809	Not Significant
NOTE-TAKING STRATEGIES NEEDED	0.038	0.469	Not Significant
QUANTITY OF NOTE	0.011	0.830	Not Significant
SYMBOL SYSTEM	0.001	0.991	Not Significant
OUTPUT PERCENTAGE	0.015	0.771	Not Significant
FORMAT	0.051	0.333	Not Significant
QUALITY	0.077	0.145	Not Significant
NOTE-TAKING HABIT	0.041	0.435	Not Significant
MEANING CLUSTER	0.018	0.736	Not Significant

Legend: Significant at p-value < 0.01

3. Conclusions

Based on the results from the data garnered, the following conclusion is safely drawn.

Participants of this study involved students from an application-oriented university of Anhui province in China and the number of female students are almost twice that of male students since they are English majors. All participants have more than ten years of English learning experience.

As for general practice, participants have a hard time recalling important details from the listening material without relying on notes. This emphasizes how crucial it is to employ effective note-taking techniques in order to better retain information while listening to something. Most of the participants

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agreed that they have created a well-organized method for taking notes while listening and are able to effectively manage their listening and note-taking during practice sessions. However, it seems that there is still some room for improvement in their note-taking skills and strategies, as the level of agreement is only moderate. The main obstacle that participants face is the task of recalling information from memory without the aid of notes. It is followed by the challenge of accurately reproducing the source language, as well as the need to master effective note-taking techniques and the ability to recall and articulate the information. Participants had a general understanding of the importance of capturing important information. However, their ability to effectively use note-taking techniques and avoid missing out on any crucial information varied among individuals.

In terms of challenges, the essential factors affecting the quality of note-taking among participants are intonation of the auditory material and the pace and duration of pauses as the first crucial, information density and vocabulary as well as syntactic complexity of the listening material. Participants express their perception for solution needed to overcome obstacles encountered in note-taking which are respectively vocabulary expansion, improvement of listening skills, intonation and development of a unique symbol system. Challenges faced by participants in note-taking are capturing logical link among sentences, grammatical discrepancy, dealing with extensive lists, handling numerals, and representing verb tense.

When it comes to strategies of note-taking, while participants generally comprehend diverse note-taking strategies, they encounter challenges related to content understanding, time management, and effective implementation of strategies. As for the strategies needed for note-taking, participants reach a consensus on such skills as logical thinking, short-term memory and coordination with the two techniques. Participants do not think that taking too many notes or trying to write down every word help them understand the listening material. At the same time, they know they have to find a balance between writing down important information and leaving out needless details. On the other hand, EFL Chinese students understand the significance of personal symbols as well as the importance of using a specific note format when taking notes while listening. Using a combination of horizontal and vertical formats in note-taking has been found to enhance the quality of listening. However, there is room for improvement in terms of developing a more comprehensive and organized system for note-taking. In addition, Chinese EFL students are aware of how the quality of their notes can affect their ability to understand what they hear in listening comprehension practices. The participants emphasize how important it is to use a clear and organized format, make sure their sentences flow logically, use symbols that can be easily understood, and write legibly.

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