

Note-taking techniques and listening skills of Grade 5 learners

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ABSTRACT

The study utilized the survey-correlational method of the quantitative research design. This design was used to investigate the relationship between Note-taking Techniques and Listening Skills of Grade 5 Learners. The participants of this study were the two hundred thirty-two (232) taken from the total population of five hundred forty-eight (548) Grade 5 learners of all elementary schools in the District of Batan for the school year 2025-2026. The instruments used were the a 27-item researcher-made-questionnaire wherein it is composed of how often the Grade 5 Learner use different techniques when taking notes during lessons and the 25-item researcher-made listening skills test based on a short narrative text titled “The Little Red Hen” to assess learners’ ability to understand, interpret, and recall information from an audio presented text. The test consists of multiple-choice questions that measures learners’ comprehension at different levels. Frequency count, percentage, mean and standard deviation as descriptive statistical tools were utilized for data analysis. Moreover, Pearson r set at 0.05 alpha level of significance was used to determine the relationship between Note-taking Techniques and the level of Listening Skills of the Grade 5 Learners. The findings were the following: The level of the note-taking techniques of Garde 5 Learners was “high,” their level of listening skills was “high.” There was no significant difference in the listening skills of the learners and their level of note-taking techniques. Also, there was no significant relationship between note-taking techniques and listening skills.

Keywords: Note-taking techniques, listening skills, Grade 5 learners.

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INTRODUCTION

Note taking is widely recognized as an effective learning strategy because it provides students with a structured means of recording information that can later be revisited and applied to subsequent learning tasks (Siegel, 2015). Its educational value extends beyond the simple transcription of classroom information, as the act of taking notes requires learners to attend to instructional content, determine which information is important, organize ideas, and create a durable record that can support later review. The Center for Research on Learning and Teaching (2021) emphasizes the positive contribution of structured note taking practices to student learning, particularly when note taking during instruction is followed by deliberate

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review, as these processes can significantly enhance information retention (CRLT, 2021). Similarly, a multiple case study examining different note taking styles found that personalized approaches can improve learning outcomes by promoting greater engagement with instructional material (Smith, 2023). These findings indicate that the effectiveness of note taking depends not merely on whether students record information but also on how they process, organize, and subsequently use what they have recorded.

As an academic learning tool, note taking provides students with an external representation of instructional content that can support review and preparation for future assessments (Siegel, 2021). More importantly, the process encourages learners to organize information logically and identify relationships among concepts rather than simply reproduce what they hear or read (Salame et al., 2024). Structured techniques can help students visualize relationships among ideas, thereby strengthening immediate comprehension and long-term memory retention (Voyer et al., 2022). The development of effective note taking skills may also promote learner autonomy and academic discipline because students become increasingly responsible for selecting, organizing, preserving, and retrieving information needed for their learning (Witherby and Tauber, 2019). In this sense, note taking functions as a bridge between receiving information and thinking critically about it, contributing not only to academic performance but also to the development of independent and lifelong learning habits (Morehead et al., 2019).

The effectiveness of note taking is closely connected with listening because students must first attend to and comprehend spoken information before they can determine what should be recorded. Listening is a critical cognitive and linguistic skill that influences both academic learning and interpersonal communication. Within educational settings, effective listening involves considerably more than the physical act of hearing. It requires learners to actively engage with spoken content by comprehending, interpreting, evaluating, and integrating verbal information (Rost, 2016). Listening effectiveness is therefore multidimensional and may be influenced by sustained attention, intrinsic motivation, prior knowledge, and auditory processing speed (Ahmadi, 2016). These cognitive demands make listening particularly important during classroom instruction, where learners are expected to process information while simultaneously determining its meaning and relevance.

For students, well developed listening skills enhance their ability to understand complex information, participate meaningfully in classroom discourse, and achieve stronger academic outcomes (Vandergrift and Goh, 2022). Effective listening can consequently support the transition toward increasingly independent learning because students become better equipped to comprehend explanations, interpret instructions, participate in discussions, and construct meaning from spoken information (Wallace and Lee, 2020). Listening proficiency is particularly important in language acquisition and among learners in Key Stage 2 because spoken language serves as a primary means through which classroom instruction and academic interaction occur. Evidence suggests that listening proficiency can predict academic performance across different areas of the curriculum (Vandergrift and Goh, 2022). Listening skills are therefore not passive abilities but active competencies necessary for understanding instructional content, participating in classroom discourse, following complex instructions, retaining information, and achieving academic success.

The development of listening competence among young learners must also account for the interaction of cognitive, social, and emotional factors. Current research emphasizes the importance of integrating sociocognitive and emotional perspectives when developing listening comprehension because learners' ability to process spoken information is shaped by more than linguistic knowledge alone (Al Sharman et al., 2025). Attention, motivation, previous knowledge, emotional engagement, and the classroom environment can influence how effectively learners interpret and retain information. A holistic approach to listening instruction

is therefore necessary to maximize the academic potential of elementary learners and to provide them with the cognitive and metacognitive resources needed to participate effectively in classroom learning.

The relationship between listening and note taking becomes especially important during the elementary years, when learners undergo substantial cognitive and metacognitive development. Effective listening and note taking constitute foundational academic competencies because students at this stage are simultaneously acquiring subject knowledge and developing study habits necessary for increasingly independent learning (Witherby and Tauber, 2019). During classroom instruction, learners must listen attentively, identify important information, determine relationships among ideas, and record relevant details in a form that can be understood and reviewed later. These processes require the coordination of receptive language skills, attention, memory, information selection, and organization. Consequently, the ability to listen effectively and record salient information can facilitate deeper comprehension and longer term retention of instructional material (Morehead et al., 2019).

Developing these competencies during the elementary years may also establish a cognitive foundation for more advanced academic demands. When students learn to identify important information while listening and organize it systematically through note taking, they become better prepared to manage increasingly complex instructional content. Mastering these skills early can therefore support immediate classroom performance while cultivating the habits necessary for later academic independence (Siegel, 2021). This relationship suggests that note taking and listening should not necessarily be treated as separate learning behaviors. Instead, they may function as interconnected processes in which effective listening facilitates the identification of relevant information while systematic note taking supports the organization, encoding, and retention of what has been heard.

The theoretical relationship between these processes can be understood through Cognitive Load Theory (CLT), which proposes that working memory has a strictly limited capacity for processing new information (Sweller, 2011; Sweller et al., 2019). During classroom instruction, learners may be required to listen to explanations, interpret meaning, identify important details, connect new information with previous knowledge, and record relevant content almost simultaneously. These competing cognitive demands can place considerable pressure on working memory, particularly among younger learners who are still developing efficient learning strategies. Cognitive Load Theory therefore emphasizes the importance of instructional methods and learning strategies that reduce unnecessary mental demands and allow cognitive resources to be directed toward meaningful learning.

Within CLT, unnecessary mental effort is described as extraneous cognitive load, while cognitive effort devoted to constructing and organizing knowledge is associated with germane load (Sweller, 2024). Systematic note taking may help learners manage these demands by providing an organized external record of information and reducing the need to maintain every instructional detail within working memory. Instead of attempting to remember all spoken information simultaneously, students can record essential concepts and use these notes to support subsequent processing and review. From this perspective, appropriate note taking techniques may contribute to stronger listening proficiency because they help learners organize information while minimizing the possibility of cognitive overload. The theory therefore supports the premise that the manner in which Grade 5 learners take notes may be associated with how effectively they attend to, process, and understand spoken classroom information.

Complementing this cognitive perspective is Dual Coding Theory (DCT), which explains learning through the interaction of verbal and nonverbal systems of information

processing. Dual Coding Theory proposes that human cognition is enhanced when information is represented through both verbal and nonverbal channels (Paivio, 2014; Clark and Paivio, 1991). The verbal system processes linguistic information such as spoken and written words, while the nonverbal system processes imagery, visual representations, and spatial organization. Although these systems are distinct, they interact in ways that can strengthen learning because information represented through multiple channels may create additional pathways for comprehension and retrieval. The combined use of verbal and visual representations can therefore produce additive effects that reinforce memory and understanding (Eitel and Scheiter, 2015).

Dual Coding Theory provides a particularly relevant explanation for the relationship between listening and note taking among Grade 5 learners (Reed and Magliaro, 2023). During instruction, listening primarily involves processing verbal information, while note taking can transform that information into written, organized, and potentially visual representations. When learners record keywords, organize concepts spatially, or otherwise structure information through their notes, they may create additional representations that reinforce what they have heard. The interaction between auditory information and written or visual organization may consequently facilitate stronger comprehension and retention. Viewed together, Cognitive Load Theory and Dual Coding Theory suggest that effective note taking can support listening by helping learners manage the demands placed on working memory while simultaneously creating multiple representations of instructional information.

These theoretical perspectives converge with empirical findings emphasizing the importance of structured note taking. The positive effects of taking and reviewing notes identified by the Center for Research on Learning and Teaching (2021) are consistent with the proposition that external representations can support memory and reduce dependence on immediate cognitive processing. Similarly, findings that personalized note taking approaches promote greater engagement with learning materials (Smith, 2023) suggest that students may benefit when they use methods that allow them to organize information in cognitively meaningful ways. The benefits of logical organization identified by Salame et al. (2024) and visualization described by Voyer et al. (2022) further support the proposition that note taking can transform spoken or written information into organized representations that facilitate comprehension and retention.

Despite this growing body of literature, significant gaps remain in understanding the relationship between note taking and listening among younger learners. Much of the existing research concerning the cognitive effects of note taking and listening has concentrated on students in secondary and tertiary education, leaving comparatively limited evidence regarding elementary learners (Morehead et al., 2019). This limitation is important because elementary students are at a developmental stage during which cognitive, metacognitive, and independent learning skills are still being established. Findings obtained from older learners may therefore not fully explain how Grade 5 students process instructional information or how their note taking practices interact with their listening abilities.

Another gap concerns the tendency of previous investigations to examine listening proficiency and note taking strategies as separate variables rather than as interconnected learning processes (Witherby and Tauber, 2019). Such separation may overlook the cognitive interaction that occurs when learners simultaneously listen, identify important ideas, process their meaning, and determine what information should be recorded. Cognitive Load Theory and Dual Coding Theory suggest that these processes are theoretically connected, while existing empirical findings indicate that both contribute to comprehension, memory, and academic performance. Examining them together may therefore provide a more comprehensive understanding of how elementary learners manage information during classroom instruction.

The need for further investigation is strengthened by the scarcity of localized research reflecting the specific sociocultural and classroom experiences of learners in the Philippine elementary setting (Al Sharman et al., 2025). Educational practices, classroom environments, learner characteristics, language experiences, and instructional conditions may influence how students listen and take notes. Consequently, evidence obtained from other educational contexts may not fully represent the experiences of Filipino elementary learners. This empirical gap underscores the importance of context specific research examining how note taking techniques are associated with listening skills among Grade 5 learners.

Against these theoretical and empirical foundations, the present study investigates the note taking techniques employed by Grade 5 learners and their relationship with listening skills during classroom instruction. The study conceptualizes note taking skills as the independent variable and listening skills as the dependent variable, reflecting the premise that the techniques learners use to record and organize instructional information may influence or be associated with their ability to process spoken content. Grounded in Cognitive Load Theory and Dual Coding Theory, the study recognizes that effective learning requires students to manage limited cognitive resources while creating meaningful verbal and nonverbal representations of information. By examining the relationship between these competencies within the Grade 5 context, the research seeks to address an important gap in elementary education literature and contribute evidence that may inform appropriate instructional strategies for strengthening both note taking and listening.

Ultimately, understanding the relationship between note taking techniques and listening skills has implications beyond immediate classroom performance. Effective note taking can promote information organization, review, learner autonomy, and academic discipline (Witherby and Tauber, 2019; Siegel, 2021), while proficient listening enables learners to comprehend instructional content, participate in classroom discourse, and respond appropriately to complex information (Vandergrift and Goh, 2022). When these competencies are developed together, they may support deeper comprehension, stronger retention, independent learning, and improved academic outcomes (Morehead et al., 2019). The present study therefore contributes to understanding how these foundational learning skills operate among Grade 5 learners and may provide a basis for educational practices that prepare students for increasingly complex academic demands and lifelong learning.

Statement of the problem

This survey-correlational study generally aimed to determine the note taking techniques and listening skills of Grade 5 Learners in 20 elementary schools in Batan, Aklan, for the school year 2025-2026.

Specifically, the study sought to answer the following questions:

1. What is the level of note-taking techniques of the learners?
2. What is the level of listening skills of the learners?
3. Is there a significant difference in the listening skills among the levels of note-taking techniques of Grade 5 Learners?
4. Is there a significant relationship between note-taking techniques and listening skills performance of Grade 5 learners?

METHODOLOGY

The purpose of the study was to determine the note-taking techniques and listening skills of Grade 5 learners in 20 elementary schools in the District of Batan for the school year 2025-2026. This study used a survey-correlational research design in determining the relationship between the note-taking techniques and listening skills of Grade 5 learners. Survey research is a quantitative method characterized by the systematic collection of standardized data from a sample of individuals or groups, typically through the use of structured instruments or interviews (Hasan, 2024). Complementing this, a correlational research design is employed to investigate the direction and strength of the relationship between two or more variables without experimental manipulation (Creswell and Creswell, 2023). This combined research design was deemed appropriate for the present investigation, as the survey method was utilized to gather standardized data on the note-taking techniques and listening skills of Grade 5 learners. In this study, note-taking techniques served as the independent variable while listening skills were designated as the dependent variable, and by utilizing a correlational approach, the researcher was able to determine the extent to which a relationship exists between these two cognitive competencies within the specified learner population. The study employed statistical descriptive measures including frequency count, percentage, mean, and standard deviation, while for inferential analysis, One-Way Analysis of Variance (ANOVA) and Pearson *r* were utilized, with all inferential statistics set at 0.05 alpha level of significance.

The participants of this study were two hundred thirty-two (232) respondents randomly selected from the population of five hundred forty-eight (548) Grade 5 students of all elementary schools in the District of Batan for the school year 2025-2026. The participants were chosen using simple random sampling per school. Simple random sampling is an extensively used sampling method in scientific research and is selected for populations that are highly homogenous, wherein the members of the research are randomly selected to participate (Bhardwaj, 2019). The required number of participants was calculated using the Taro Yamane formula, and the number of participants from each school was determined based on the Grade 5 enrollment of each institution. After identifying the required sample size per school, simple random sampling was employed, wherein each learner was assigned a number and a draw-lots method was used to select the participants; specifically, the names of all students in each school were written on rolled slips of paper and placed in a box, from which the required samples were drawn. This procedure ensured that all students had an equal chance of being selected while maintaining balanced representation from each school. Across all elementary schools in the District of Batan, the distribution of the population size and corresponding sample size per school was as follows: Angas IS had a population of 27 and a sample size of 11; Batan ES had a population of 73 and a sample size of 31; Bay-ang ES had a population of 34 and a sample size of 14; Cabugao ES had a population of 50 and a sample size of 21; Caiyang ES had a population of 13 and a sample size of 6; Camaligan ES had a population of 36 and a sample size of 15; Camanci ES had a population of 40 and a sample size of 17; Ipil IS had a population of 16 and a sample size of 7; Lalab ES had a population of 35 and a sample size of 15; Lupit ES had a population of 15 and a sample size of 6; Magubahay ES had a population of 19 and a sample size of 8; Mambuqaio IS had a population of 25 and a sample size of 11; Man-up ES had a population of 17 and a sample size of 7; Mandong IS had a population of 30 and a sample size of 13; Napti IS had a population of 14 and a sample size of 6; NRDES had a population of 21 and a sample size of 9; Palay IS had a population of 22 and a sample size of 9; Songcolan ES had a population of 25 and a sample size of 11; Tabon IS had a population of 14 and a sample size of 6; and Talangban ES had a population of 22 and a sample size of 9, yielding a total population of 548 and a total sample size of 232.

Data in this study were collected using the results of individual note-taking techniques and listening skills questionnaires. The level of Grade 5 learners' note-taking techniques was measured using a 27-item researcher-made questionnaire composed of items assessing how often the Grade 5 learner uses different techniques when taking notes during lessons. The Grade 5 learners were asked to assess their participation in note-taking techniques using a Likert scale wherein a response of 5 was described as Always, 4 as Often, 3 as Sometimes, 2 as Rarely, and 1 as Never. To interpret the findings of the note-taking techniques, the following scale was used: 4.21-5.00 was described as Very high, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low, and 1.00-1.80 as Very low.

The Listening Skills Test was a 25-item researcher-made test based on a short narrative text titled "The Little Red Hen," designed to assess learners' ability to understand, interpret, and recall information from an audio-presented text. The test consisted of multiple-choice questions that measured learners' comprehension at different levels, with each correct answer assigned one (1) point, giving a maximum raw score of twenty-five (25). To interpret the results meaningfully, the mean scores were classified into descriptive interpretation using the following scale: 21.00-25.00 was described as Very High, 16.00-20.99 as High, 11.00-15.99 as Moderate, 6.00-10.99 as Low, and 1.00-5.99 as Very Low.

Before conducting the study, permission was sought from the principal, and after receiving approval, the researcher sent a request letter or permission letter to the student respondents to participate in the study. After receiving approval from the respondents, the researcher obtained baseline data by having the respondents complete the questionnaires on note-taking techniques and listening skills. Students were given sufficient time to answer both questionnaires, and the researcher retrieved the questionnaires after the respondents had completed their responses. Data from the tests were processed, coded, and analyzed using the Statistical Package for Social Sciences (SPSS).

The following statistical tools were employed in the analysis of the data gathered. Frequency count and percentage were used to determine the number of respondents in every school. The mean was used to determine the level of Grade 5 learners' note-taking techniques and listening skills. Standard deviation was used to determine the homogeneity and heterogeneity of responses of Grade 5 learners in terms of note-taking techniques and listening skills. ANOVA was used to determine the significant differences between note-taking techniques and listening skills. Pearson r was employed to analyze the performance of Grade 5 students in their note-taking strategies and listening skills in order to determine the relationship between the two variables. All inferential tests were set at a 5% alpha level of significance.

RESULTS AND DISCUSSION

This study involved Grade 5 learners from all elementary schools in Batan, Aklan, who participated in an investigation examining the relationship between their note-taking techniques and listening skills. The research employed a descriptive correlational design, utilizing a structured survey and assessment instrument as the primary data collection tool to gather information on the level of note-taking techniques and the level of listening skills among the respondents. Descriptive statistics, specifically means and standard deviations interpreted through established scale descriptions, were used to determine the levels of note-taking techniques and listening skills, while inferential statistical techniques, namely Analysis of Variance (ANOVA) and Pearson r correlation, were employed to examine differences and relationships between the two variables. The discussion that follows is grounded entirely in the data gathered and is interpreted in direct relation to the objectives of the study, which sought

to determine the level of note-taking techniques of Grade 5 learners, determine the level of their listening skills, examine whether significant differences in listening skills exist across levels of note-taking techniques, and determine whether a significant relationship exists between note-taking techniques and listening skills.

With respect to the level of note-taking techniques of the Grade 5 learners, the data revealed an overall mean of 3.48 with a standard deviation of 0.51, interpreted as high according to the scale description in which 4.21 to 5.00 corresponds to very high, 3.41 to 4.20 corresponds to high, 2.61 to 3.40 corresponds to moderate, 1.81 to 2.60 corresponds to low, and 1.00 to 1.80 corresponds to very low. This high level of note-taking techniques among the Grade 5 learners may be attributed to their consistent exposure to structured classroom practices and guidance from their teachers, who often teach learners how to organize information, identify key ideas, and use appropriate note-taking methods during lessons. Moreover, students are able to apply these methods effectively during classroom discussions, as they listen, process information, and write down important points in an organized manner, indicating that they have already developed familiarity and confidence in using note-taking as a learning strategy. The regular practice of note-taking during classroom activities further strengthens this skill and makes it a habitual part of their learning process, and since students are able to effectively use note-taking methods during discussions and lectures, this consistent application contributes to the development of their skills, collectively explaining why the level of note-taking techniques among the Grade 5 learners is considered high. This research outcome can be compared to the findings of Haynes and Williams (2015), who argued that systematic and purposeful note-taking results in superior memory and long-term retention. By effectively employing these strategies, the Grade 5 learners are moving beyond simple transcription, a common pitfall identified by Zuckerman (2016), and are instead participating in what Liu and Uesaka (2022) define as deep note-taking, which involves identifying key points and organizing information actively, serving as a personal learning guide for later review. Furthermore, the proficiency observed in this group also supports the storage and encoding functions of note-taking discussed by Manesh et al. (2025), since by successfully capturing lecture content, these learners are creating a reliable record for future study while simultaneously using the act of writing to maintain focus and reduce mind-wandering.

Turning to the level of listening skills of the Grade 5 learners, the data revealed an overall mean of 19.6 with a standard deviation of 4.29, interpreted as high according to the scale description in which 21.00 to 25.00 corresponds to very high, 16.00 to 20.99 corresponds to high, 11.00 to 15.99 corresponds to moderate, 6.00 to 10.99 corresponds to low, and 1.00 to 5.99 corresponds to very low. This high level of listening skills may be attributed to several contributing factors within the classroom environment, the first being the proper use of interactive teaching methods, particularly in the process of listening, wherein the teacher and learners interact clearly with no situation where the teacher merely gives information but actively involves the class by posing questions, eliciting responses, and encouraging participation. Such an interactive process of learning enables learners to remain attentive and dig deeper into the information. Moreover, the active involvement of the learners, particularly when teachers pose guiding or comprehension questions, strengthens their listening skills, and consequently, active teacher-learner interaction coupled with observable attentive behaviors leads to the development of strong listening skills, explaining why the listening abilities of the Grade 5 students are of a high level. These findings are in agreement with the description by Goh and Vandergrift (2021) of the complex, multi-layered cognitive process of building meaning in real time, and these students may be displaying evidence of a process known as listening fluency by showing a good level of understanding, lowering the mental burden of their working memory, one of the processes Su and Yan (2022) suggest is important to memorize and use auditory data. This effectiveness enables the Grade 5 learners to transcend

simple phonological decoding and move toward the higher-level interpretation and evaluation of spoken information. These learners also demonstrate a high degree of listening discipline as well as cognitive confidence, and according to Rollwage et al. (2020), confidence functions as a metacognitive controller, such that the high scores obtained in this study suggest that the students believe they can work with more complicated tasks, a process that helps them retrieve information more deeply. This competence can also be an indicator of the students' ability to use multimodal literacy (Rahimi and Fathi, 2022) and background knowledge (Explanatory modeling, 2022) to handle various information and remain focused when engaging in academic discourse, and according to Ambubuyog et al. (2023) and Brooks et al. (2024), such a high degree of listening competence is one of the main contributors to academic mastery, enabling learners to engage in the collaborative construction of knowledge in the classroom. Moreover, these high scores are consistent with the input-first strategy advanced by Darti and Asmawati (2017) and Satria (2017), who describe listening as the engine of all other areas of linguistics, and their success in this domain means that the students have laid the foundation of language acquisition, giving them the adequate fuel (Gilakjani and Sabouri, 2016) to develop speaking, reading, and writing. Due to their ability to effectively close the gap between auditory perception and cognitive understanding, these learners are in a better position to cross the bottlenecks in the decoding processes that tend to interrupt literacy activities (Gillon, 2018).

To determine whether listening skills differed significantly across levels of note-taking techniques, an Analysis of Variance was conducted, the results of which are summarized as follows: the between-groups sum of squares was 25.117 with 3 degrees of freedom and a mean square of 8.372, the within-groups sum of squares was 4226.91 with 228 degrees of freedom and a mean square of 18.539, and the total sum of squares was 4252.03 with 231 degrees of freedom, yielding an F-value of 0.452, marked as not significant (ns) at a significance value of 0.72. Since this result exceeded the 0.05 alpha level, there was no significant difference in the listening skills of Grade 5 learners based on their note-taking techniques. This absence of a significant difference indicates that as note-taking techniques tend to increase or improve, listening skills do not correspondingly increase, meaning it may not be true that learners who are proficient in using note-taking techniques are the learners who possess better listening skills. This can be attributed to the fact that listening is one of the most basic skills that does not depend on the particular note-taking technique adopted, since despite the use of various note-taking techniques, learners must first listen to comprehend information before they can write anything down, implying that note-taking functions as an aid factor rather than a determining variable that distinguishes listening skills. This finding suggests that the learning of one type of note-taking system, whether Cornell, mapping, or outlining, does not essentially modify the raw listening comprehension score of students within this age group, a result that may be explained by the sequential nature of cognitive processing, wherein one must be able to effectively listen to and decode auditory information before the physical process of taking notes can begin. This is in line with the input-first approach of Satria (2017) and Darti and Asmawati (2017), which positions listening as the essential trigger and precondition of all further linguistic output, and because note-taking is an active production of discourse (McKinley, 2015), the quality of the initial sound intake is a strict precondition of its effectiveness. Moreover, the absence of a significant difference can be explained by the high mental load imposed on young learners during real-time communication, since listening is a fast and short process requiring considerable concentration, as Sa'diyah (2016) notes. In the case of Grade 5 students, the cognitive power needed to handle bottom-up language processing, including phonological decoding and word recognition (Goh and Vandergrift, 2021), might result in a lack of cognitive bandwidth to handle intricate note-taking structures, meaning that

a student using an advanced method might fail to perform better than a student using a less advanced method, since both are basically concerned with the immediate task of making meaning out of sound. This finding also resonates with those of Bao (2020), who observed that although note-taking is an effective organizational strategy, certain signifiers of note-taking quality do not necessarily correlate with increased scoring on listening comprehension. Therefore, the findings indicate that for these learners, listening skill functions as a stable baseline that is not dependent on the complexity of their written documents, and the null hypothesis positing that there is no significant difference in listening skills across the various note-taking techniques is hereby accepted.

To determine whether a significant relationship exists between note-taking techniques and listening skills of Grade 5 learners in all elementary schools in Batan, Aklan, a Pearson r correlation was computed, the results of which revealed a correlation coefficient of $r = 0.047$, marked as not significant (ns), with a significance value of 0.475, exceeding the 0.05 alpha level. This indicates that there is no significant correlation between note-taking techniques and listening skills, suggesting that the effect is not strong enough to produce change, and that while there may seem to be some relationship between the two variables, note-taking techniques alone may not be sufficient to enhance learners' listening skills. This does not imply that learners have low listening skills as a result of lacking note-taking techniques, nor does it imply that learners who possess note-taking techniques necessarily have high listening skills. This finding may be explained by the presence of other influencing factors, such as learners' prior knowledge and retention abilities, since existing background knowledge about a topic makes it easier for learners to understand and follow discussions even without heavily depending on particular note-taking techniques, and similarly, good retention skills allow learners to recall vital information from a lesson despite the arrangement of their notes or the specific approach they adopt, indicating that listening comprehension might emerge regardless of the note-taking method used. This finding suggests that a student's ability to use advanced organizational methods, such as the Cornell or mapping systems, does not necessarily correlate with their capacity to comprehend auditory information, a lack of correlation that may be explained by the fact that listening comprehension is heavily predicated on the learner's pre-existing knowledge structures and information retention. As supported by explanatory item-response modeling (2022), passage-specific topic familiarity and general academic knowledge are significant predictors of comprehension, and for Grade 5 learners who already possess strong background knowledge regarding a topic, they can internalize information effectively regardless of how, or even if, they choose to write it down. Furthermore, these results suggest that the storage function of note-taking, as discussed by Manesh et al. (2025), may be secondary to the learner's internal cognitive capacity for retention, since when learners have robust working memory and phonological awareness (Su and Yan, 2022; Gillon, 2018), they can retain and utilize auditory inputs in real time without needing to rely on the sophisticated organization of their notes to rescue their understanding. This aligns with the input-first framework of Satria (2017), which argues that listening is the foundational engine of acquisition, and since note-taking is a secondary task that occurs after decoding, a student with high prior knowledge and strong memory can achieve high listening scores even with basic note-taking techniques. This supports the conclusion by Bao (2020) that specific note-taking indicators, such as the use of symbols or content words, often show no significant relationship with actual listening performance, as the internal mental processing of information remains the dominant factor in academic success. Thus, the null hypothesis stating that there is no significant relationship between note-taking techniques and listening skills is hereby accepted.

Taken together, the findings of this study demonstrate that the Grade 5 learners exhibited a high level of note-taking techniques, with an overall mean of 3.48 and a standard deviation of 0.51, and a high level of listening skills, with an overall mean of 19.6 and a

standard deviation of 4.29. However, the inferential analyses revealed that neither a significant difference in listening skills across levels of note-taking techniques, as evidenced by an F-value of 0.452 with a significance value of 0.72, nor a significant relationship between note-taking techniques and listening skills, as evidenced by a Pearson r of 0.047 with a significance value of 0.475, could be established, leading to the acceptance of both null hypotheses. These results directly address the study's objectives by establishing the levels of note-taking techniques and listening skills among the respondents and by demonstrating that these two variables, while both independently high, do not significantly differ or correlate with one another. This suggests that listening comprehension operates as a foundational and largely independent cognitive process that precedes and does not depend upon the sophistication of note-taking strategies employed, a conclusion that carries important theoretical implications, as reflected in the revised conceptual framework of the study, which now depicts the non-significant relationship between note-taking techniques and listening skills of Grade 5 learners as the independent and dependent variables of the investigation. These findings contribute to the broader body of knowledge on language acquisition and literacy development by reinforcing the input-first perspective, which positions listening as a prerequisite engine for other linguistic and academic skills rather than a byproduct of organizational writing strategies, and they establish a solid empirical foundation for the recommendations and pedagogical considerations to be presented in the succeeding chapter.

CONCLUSION

This study sought to determine the note taking techniques and listening skills of Grade 5 learners in all elementary schools in Batan, Aklan, specifically examining the levels of note taking techniques and listening skills, as well as whether significant differences and relationships exist between these two variables. Utilizing a researcher made survey questionnaire on note taking techniques and a researcher made listening skills test, both validated by English teachers and a panel of experts and subsequently pilot tested, the study employed frequency count, percentage, mean, standard deviation, analysis of variance, and Pearson's r to analyze the data gathered from Grade 5 learner respondents. The findings revealed that both the note taking techniques and the listening skills of the learners were generally at a high level, and that no significant difference existed in listening skills across the various levels of note taking techniques, nor was there a significant relationship found between note taking techniques and listening skills performance.

From these findings, it can be concluded that the high level of note taking techniques demonstrated by Grade 5 learners reflects a genuine competence in identifying main ideas, selecting important details, and organizing information in ways that facilitate understanding and recall, a proficiency that appears rooted in consistent pedagogical guidance and the sustained classroom practice of note taking. This mastery signals a shift from mere transcription toward more meaningful information processing, which in turn reduces cognitive load during complex instruction and supports better retention, though it also implies that teachers must now introduce more advanced strategies to prevent stagnation and encourage continued growth. Likewise, the high proficiency observed in listening skills indicates that learners are capable of comprehending, interpreting, and responding to oral instruction, the primary mode of classroom delivery, which strengthens their potential to follow directions and participate meaningfully in discussions. At the same time, this high baseline suggests that existing listening tasks may no longer be sufficiently challenging, pointing to the need for more

complex and stimulating auditory activities that push learners toward continued development rather than allowing their skills to plateau.

The absence of a significant difference in listening skills across levels of note taking techniques, together with the absence of a significant relationship between the two variables, further suggests that note taking and listening are distinct cognitive skills that develop independently of one another, such that proficiency in one does not necessarily translate into proficiency in the other. This independence can be attributed to the differing nature of the two tasks, with listening functioning as a real time mental process and note taking operating as an external, physical process of organizing and summarizing information. Consequently, listening comprehension appears to be more closely tied to memory retention and prior knowledge than to any particular note taking technique, implying that note taking is better regarded as a supplementary practice useful for review rather than as a prerequisite for immediate comprehension. These findings collectively suggest that teachers should avoid assuming that strength in one skill will naturally reinforce the other, and should instead design instruction that deliberately and separately cultivates both listening and note taking competencies, while also accounting for other contributing factors such as motivation and the overall classroom environment.

In light of these conclusions, it is recommended that learners continue refining their note taking abilities by adopting more advanced methods such as summarization, outlining, and the use of visual organizers, while regularly reviewing their notes to reinforce retention, and that they likewise work toward more evaluative and predictive listening by anticipating content and monitoring their own understanding during instruction. Teachers are encouraged to introduce more sophisticated organizational frameworks such as the Cornell Note taking System, to expose learners to richer listening materials such as podcasts and multi speaker discussions that demand higher order thinking, and to design balanced activities that develop listening and note taking both independently and in combination, ensuring that neither skill is treated as a substitute for the other. School administrators, for their part, are encouraged to invest in digital tools and note taking technologies, to strengthen classroom audio visual systems, and to support ongoing professional development for teachers through workshops, learning action cell sessions, and peer mentoring focused on effective listening instruction and diverse note taking approaches, thereby ensuring that curricula remain vertically aligned and responsive to learners' evolving needs. Finally, future researchers are encouraged to replicate this study while incorporating additional variables, so as to deepen the understanding of the relationship between note taking techniques and listening skills and to generate further practical and actionable recommendations for classroom practice.

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