

THE EFFECTIVENESS OF NOTE TAKING THROUGH EXPOSURE TO L2 INPUT: A META-ANALYSIS



View original
article here

Author

Zhouhan Jin
Stuart Webb

Journal

Studies in Second
Language Acquisition

Year

2024

WHAT CAN I LEARN FROM THIS RESEARCH?

What is the link between note-taking and learning from L2 input?

KEY TERMS

Note taking

Note-taking involves various methods such as linear (verbatim transcription), generative (restructuring information into a logical framework), and Cornell (organising notes into cue, note-taking, and summary sections).

WHAT EVIDENCE IS SUMMARISED?

21 studies

HOW CAN I USE THE FINDINGS IN MY PRACTICE?

You can enhance L2 learning by providing note-taking instruction and allowing students to review their notes.

WHAT DOES IT FIND?

- Note-taking significantly improves learning compared to not taking notes.
- Its benefits are greater in foreign language contexts than in L2 contexts.
- Note-taking is more effective when the writing system matches the learner's first language.
- The greatest benefits were observed in language institutes, secondary schools, and universities, while elementary students experienced negative effects. Findings for younger students should be interpreted cautiously due to small sample sizes.
- Mixed input and reading resulted in similar learning gains, both outperforming note-taking during listening.
- Instruction on note-taking significantly enhances its effectiveness.
- The impact of note-taking varies depending on the strategy used.
- Reviewing notes leads to better learning outcomes than not reviewing them.

CONTEXT

Participants take notes based on input in their second or foreign language, with the outcome assessing either L2 acquisition or content comprehension.

