

# A Study on Note Taking Skill of Indigenous Students

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*Abstract: With the aim of helping the Aeta students in developing learning strategies that will aid them in their pursuit of a college degree, this study had endeavoured to describe their skill in note taking from a printed informational text. The researchers conducted a qualitative study aiming to provide assistance tailored to the participants in a way suited to their learning style. By applying content analysis procedures, the participants' quantity and quality of idea units in their note taking outputs were described and the challenges that they encountered in note taking were unravelled. Researchers gathered all Aeta participants in one campus of a state university. Details of the findings revealed that the participants' exhibited "inadequate" and less "significant" ideas in their responses. Moreover, the outputs indicated the participants' inability to use effective note taking skills such as, organizing ideas that will serve a function and retrieving information to help them in a class discussion. With note taking skill as a valuable learning strategy inherent in learning across disciplines in the tertiary level, the findings suggest the need to assist the students in this academic task. Further research is also encouraged on the possible contributing factors in the participants' unsatisfactory performance in the task. A program intended to address the assistance needed by this group of students was proposed. Using the findings of this study as the initial basis, the researchers intend to start a program envisioned to be included as part of a university-wide program that is collaborative, multi-disciplinary-oriented and research-data driven aimed to holistically address the needs of the students for a better learning path.*

**Keywords**—content analysis, content recall, idea unit, note taking

## 1. INTRODUCTION

The Indigenous peoples (IPs) have come to be one of the marginalized groups experiencing discrimination, poverty and being abused on their human rights (Torres, 2016). This is unfortunate, indeed, because IPs have high aspirations too for which Gil-Hernandez and Gracia (2018) stated that there are three main theories explaining the aspirations of indigenous students. The first theory is the “migrant optimism” wherein the IPs have high educational aspirations which are inherited by their children. The other theory is the “information bias” approach which posits that the information about IPs was inaccurately estimated as regards operations of institutions such as cultural and language barriers. Finally, the third is the “blocked opportunities theory” which was viewed by indigenous students as ethnic discrimination because of the perceived limited access to education that this theory specifies. As expected, education is supposed to motivate them in propagating high goal in the educational system in order “to overcome potential discrimination in the labor market” (Heath and Brinbaum, 2007).

Aware of these challenges, the United Nations adopted the Agenda 2030 and the Sustainable Development Goals with a provision of protecting the rights of Indigenous peoples. This Agenda 2030 has encompassed social development, including securing access to health, education as well as social protection to reach the vulnerable (OHCHR, 2017).

Indigenous peoples worldwide, according to Nayak and Kumara (2016), are experiencing trauma in school caused by several factors such as: being away from their families, being with unfriendly as well as unsafe boarding schools, being socially branded and mistreated, being constraint to learn a different language other than their own, and being taught by teachers of different cultures. In most cases, these factors affect their attitude, behavior, and performance in their school.

In the Philippines, the indigenous peoples are almost 12 to 15 million, belonging to 110 ethno-linguistic groups. Most of these indigenous peoples were distributed in the three major island groups: Luzon (33%), Mindanao (61%) and some groups in the Visayas area (Fian Philippines, 2018). Unfortunately, these minority groups have been facing discrimination, marginalization and exclusion.

The Aetas are among the indigenous peoples who are mostly situated in Luzon. These Aetas (also known as Agtas) are Australo-Melanesians and are of the same group as those of Aborigines in Australia and Melanesians of Solomon Islands (Valdeavilla, 2018). Similarities in physical traits among which is having curly hair, black skin, and mostly short in height are evidences of their relationship. Furthermore, Valdeavilla (2018) mentioned that most historians cite to the Bering Land Bridge Theory as the basis as to why the Aetas reached the Philippines. Due to plate movements and disappearance of these masses, many were not able to return to their place of origin.

Cosentino (2016), an Indigenous People Advocacy Consultant, said that education is a universal human right that is significant to build bridges for humanity. It is in a way preserving their cultures, and traditions. Hence, schools should be a place for them to build a community of their own. In Canada, Marcus (2016) mentioned that giving them housing accommodation and

cultural activities, scaffolding as academic help, and even free food are among the measures Canadian universities are considering to increase the enrollment and the number of graduates of indigenous students, who usually get university degrees at less than half the rate of non-indigenous population.

Indeed, the IPs have all the rights to education; however, it is claimed that they still do not enjoy those privileges. They long for quality education that is aligned with their rights as indigenous peoples. Supposedly, it is the type of education whose teaching method is culture-sensitive and anchored to their learning needs. That is mainly the reason why these IPs cannot work well in mainstream education methods. Indeed, a cultural mismatch exists in both home and school since they both hold conflicts resulting in poor performances among them; including absenteeism, low retention and underachievement which are common educational paths for indigenous students (Boon, 2016).

Undoubtedly, the psychological, sociological, linguistic factors among others may stand in the way for indigenous peoples to be effective in their academic task performance in the university life as expected. One common tool for learning in school is reading. This is true for all subject area academic tasks.

With reading as a major instrument for learning, students, including indigenous groups, are expected to be able to benefit from what they read (be it in print or digital) or listened to from varying sources of information. This is an inevitable task considering that content learning from different sources is a component of the curriculum that the students will go through. Students' academic survival therefore leans heavily on their ability to perform effectively in dealing with oral or printed texts.

Alongside with the students' struggle in learning from printed text are other problems that may possibly blur their learning path. Problems in the form of financial, psychological, and the likes could be haunting these group of learners. The magnitude of challenges they face may be enormous. Their situation is not to be interpreted as a hopeless case though. Big things start with something small, so it is claimed. Therefore, attending to their problems through small calculated steps may prove beneficial to them. Helping them with a specific skill like note taking could aid them in surviving their academic life.

Indigenous people encountering problems in university education is true not only in the Philippines but also in countries like the United States. Based on the data from the American College Testing (ACT) Research and Policy, as pinpointed by Jaschik (2017), holes exist in college preparedness across racial/ethnic groups causing them to be less likely academically ready for college. The data from ACT showed significant gaps regarding readiness race and ethnicity.

Because they were already mainstreamed many years way back, the indigenous people like the Aetas in the Philippines are expected to be able to compete with other students. For that matter, the Aetas have been treated without due consideration of their uniqueness for which they were expected to be ready for higher education. Administrators and teachers do their best in helping these students by equipping them with required college competencies. In prioritizing the Aetas and the other IPs, the law is saying the equal access to different cultural opportunities to the Indigenous Cultural Communities (ICCs)/IPs in the form of scholarships, grants, and other incentives. But, with all the current opportunities and concerns, still most of these Aetas remain to be below par in terms of academic performance.

The Philippines aligns itself to world-wide concerns on welfare of indigenous groups by providing them with access to quality education. In the local setting, the provincial government of Pampanga has been giving full college scholarship to these Aetas. Anchored on that premise, this study was conceived in view of the need to establish baseline data relative to the Aetas' preparedness to university academic so that the scholarship grants will benefit them the most towards becoming productive citizens working in harmony with the rest of the citizens.

In Pampanga, a state university has enrolled Aetas students coming from different high schools in Porac. Unfortunately, the Social Work graduates in this group of students failed in the recent board examinations. During their stay on campus, there had been reports from instructors about their low academic performances; thus, it was already hinted that in the board examinations, all of them failed. This scenario is one of the factors that prompted the researcher to work on a possible assistance program that could be extended to this group in order to address problems concerning their preparedness or readiness in coping with academic demands.

In dealing with the concerns stated, one of the coping mechanisms, every student must have prior to university admission, is a well-developed study skill aligned with reading. In addition, one predictor of students' good academic performance is note taking and reading. College students need to develop the habit of reading to learn by taking down notes to improve academic performance. For the benefit of both learners and teachers, some knowledge-based background of the skills deserves some attention.

Effective note taking skills cover several strategies. First is the outline method which reflects simplified notes following a hierarchy of headings and sub headings. In this case, the top heading presents the big idea, the second heading holds the supporting ideas, and the third heading encompasses further the supporting details (Loveless, 2019).

The second strategy is the charting method which reflects notes in column like in a spreadsheet. Under this, the first column contains the topic; then, the subsequent individual columns that follow will include more detailed information about the topic (Loveless, 2019).

The third strategy refers to the Cornell system which organizes bits of information using 3 neat columns on a page. Lastly, the mind mapping method is the strategy that involves presenting information visually (Sin, 2018).

Note-taking has proven to be of utmost contribution to better performance in college. Kokemuller (2019) supports Cadosales (2013) when he emphasized that skilled note taking fosters positive academic achievement where students actively engage in listening and then taking down notes out of what they hear or interpret. Moreover, Haghverdi, Karimi and Biria(2010), Boch

(2005) restated that note-taking serves as memory function because its main value is not the record but the output that is externally stored and reviewed where notes serve as reviewers during class activities. Lundin (2019) highlights the value of notes taken as review materials for the learners. Dynarski (2017) supports Haghverdi and Lundin when he mentioned that taking notes serve two purposes: the physical storage of content and the cognition of that content. Nordquist (2018), Boye (2012) seconded that the process serves as a vital function in encoding information on the brain (Uychoco, 2012).

Furthermore, Macdonald (2014) unequivocally cited that all top students are superior note takers. Likewise, Gonzales (2018) stated that whether it's note taking from lectures or from reading, it has been shown to improve student learning.

Boyle, Forchelli, Gira and Cariss(2015), Bruff (2014), Stromberg (2015), Mueller and Oppenheimer (2014) compared the note taking performance of students with and without learning disabilities. They found that those with learning disabilities group had fewer notes and underperformed on a test of the lecture than those without disabilities. Students with learning disabilities had more or less half as many total notes, less than half as many big ideas and more or less half of the combined words in contrast with the students with no learning disabilities.

Both longhand and laptop note takers performed well on factual recall (Bruff, 2014; Stromberg, 2015; Mueller and Oppenheimer, 2014). An additional interesting finding is that the longhand note takers performed better on conceptual understanding.

Observations, documented or undocumented appear to support a claim that students seem to enter the university without some assumed required competencies like taking down notes. Inability to take down notes of students has been found among academic students to be an index of poor academic performance. Kiewra, Colliot, and Lu (2018) enumerated the following as manifestations of ineffective note-taking of students: students' notes are incomplete with insufficient details and students sometimes record information inaccurately.

It is of utmost importance that every college student has the ability to learn from texts be it oral, digital, or in plain print. Two modalities predominate learning stimuli for students: listening and reading. In an independent study however, reading remains largely the tool for learning. Recent research findings emerged that over-all comprehension was better for print over online reading, furthermore, comprehension and understanding were significantly better when students read printed texts (Alexander and Singer, 2017). While digital reading is coming of age, there are still many Filipino students who don't have yet access to the internet and other online facilities. Access to plain print learning materials has not reached a label of obsolescence. Its value is still very much recognized. In fact, the Department of Education even released memoranda in 2012 and 2013 on using textbooks to support the new curriculum (Geronimo, 2015). Anning (2019) asserted that textbook will be used at its maximum in the more reading-related subjects such as History, Literature and Philosophy for classroom-based education. Note taking from printed information becomes inevitably a required skill for any university student.

Similarly, note taking becomes a necessity with reading as a major tool for learning. However, note taking is seldom taught to students. It appeared that as if some students just have a knack for good note taking and others don't have. What is really the nature of note taking and how do we teach it to students? Note taking is the encoding of important information, as brief as possible, and with sufficient details. Because of that, teachers ought to help students develop note taking skills and motivate them by showing the value of having a good set of notes (Weimer, 2015). Since teaching the skill is a concern, teachers may provide skeleton outline for a start and let them list key words. Then they provide some minutes for the students to evaluate what they have written and summarize in their own words. Most likely, students can easily remember their own notes and, consequently, can recall what they have written during examinations. This process is just a simple way of helping the student in note taking and more ways can be found in varied literature on study skills.

Students who are successful in using sources of information learn from written text. Beker, Jolles, Lorch and Van Den Broek (2016) postulated that learning involves unification of information from different texts. This skill mentioned by Beker requires note taking skills and comprehending the relationship of ideas of the notes taken down.

Soloman (2018) cited the support of John Sweller to Dr. Conley's "know" component in his Cognitive Load Theory. Heick (2017) mentioned that the said theory suggests that "knowing things" is necessary to think beyond the lines about those things. Sweller himself in 1988 wrote that his theory has been crafted for guidelines that will motivate learners to enhance their performances.

The foregoing literature mentioned that note taking is an effective skill to do better in conceptual understanding as notes serve as external memory of content which can be used for a later review. Thus, learning is improved. But there are other factors to be considered that could influence the results, like the amount of recall and how significant are the ideas turned into stored content. Learning is obvious when students can participate during recitations, can answer in examinations, and can join other classroom activities. If many researchers thought of notes to be reviewed, the materials should contain lots of significant ideas. The researcher believes that note-taking really improves learning only if notes are substantial. This gap was given an importance by the researcher, as she tried to consider other factors that influence learning via note taking. The amount of ideas and their importance should be considered.

Many research undertakings were done focusing on note-taking but, so far, none of them had taken the Aetas as their subject. It was also noted that limited studies have been conducted about the Aetas in the country. In view of those factors, this study had sought to address the under representation of Aetas in research believing that this is a pioneering study on how Aetas take notes and how they retrieve information from a passage.

introduction must include the rationale and the main objectives with proper discussion of the variables as well as the significance of the study. This also includes the arguments and citation of related literature and studies. Provide crisp and easy to read content. The article should be readable by a normal user. Do not write complex sentences, multiple sentences for expressing same content, quality of the article is directly proportional to the English used, and the way it handles transition. Use simple expressions, properly convey the content within short sentences and focus on making the reader understand the concept quickly. Curtail to the minimum number of words, the full article may be up to about 6500 words. Use high quality references using refereed journals that match the content quality, use the details in the reference and properly cite them.

Define abbreviations and acronyms the first time they are used in the text, even after they have already been defined in the abstract.

Please ensure that every reference cited in the text is also present in the reference list. Use and strictly follow the format of in-text citation by observing the proper APA style 7th Edition.

## **OBJECTIVES OF THE STUDY**

This study is significant because findings can serve as information in preparing a model of a program that will assist Aetas cope with the tasks required generally in their course work in the university. Administrators and faculty will be guided accordingly in addressing the specific needs of Aetas. The findings may be similar to the needs of other students and therefore will serve as a basis in helping them, too. Authorities, officials on IPs and researchers may find the input as a valuable stimulus to spark on interest in pursuing related research for future programs and policies for the concerned grounded on robust evidences.

## **METHODS**

A descriptive research by design, this study combined quantitative and qualitative content analysis. One purpose of content analysis, according to Bengtsson (2016), is to organize and make meaning from the data retrieved and to draw conclusions as well as inferences from such data.

In this study, the text-based information was used to obtain the note taking output of the student participants. Downe-Wambolt (1992 quoted in Bengtsson) emphasizes that content analysis is beyond numerical, as the goal is to show the relationship of the results to their environment. Wambolt further states that content analysis is a method that is systematic and objective in making inferences out of verbal, visual or written texts. As a method, Krippendorff (2004) and Berg (2001) assert that content analysis presents data both quantitatively and qualitatively. In quantitative content analysis, data are presented by frequencies or actual number or percentages of key categories. This method condenses rather than details. In qualitative content analysis, data are presented in words and themes making it possible to interpret the results.

Bernard, Wutich and Ryan (2017) mention several analysis methods, one of which is content analysis for qualitative research. Bernard further states that qualitative content analysis has nothing to do with any science in particular, and there are less rules, hence the risk of confusion on philosophical concepts is minimized.

In the Planning Stage, the aims of the study and the problems expected to be answered were sought and clarified. How data will be obtained, how they will be analyzed, what units of analysis will be used, and other details were considered in this stage.

The Data Collection method was done by making student participants perform a note taking task using a stimulus material prepared for the purpose. Idea units were extracted from the note taking output by the researchers. For rigor and trustworthiness of data, three selected English faculty members who have attained their masters in English and who have handled that discipline in the tertiary level were asked to go over the initial data obtained by the researchers. A discussion followed which led to a consensus of the idea units output of the student participants. Strategies like prolonged engagement and persistent observation of the participants were employed to attain a more reliable and valid data. Results which included the quantitative and qualitative description of idea units in the note taking output were summarized, compiled, and interpreted. Inferences and conclusions were drawn for the final presentation.

## **Participants**

The participants were all Aeta college students enrolled in the school year 2019-2020 in a specific campus of a particular state university in Pampanga. Chosen for practical reasons, this campus is the designated site for Aeta enrollees and it is where the researchers are currently employed. For that matter, the venue is an ideal setting because both participants and researchers are familiar with the place and they can easily communicate with one another. Originally, 33 participants were expected to take part in the study. But for some reasons, only 23 were able to participate.

In terms of age, the participants are within the range of 18-26 years old. In terms of gender, 5 of them are male and 18 are female.

## **Instruments**

Two instruments were used in the study: (1) a stimulus material and (2) rubric for describing the responses. The first was a stimulus material that the participants had read to elicit the desired protocols for analysis. This was a written informational text



chosen based on the following criteria: topic, length, degree of participants' familiarity with the text, text structure adherence to conventional standards of a well composed text, and text's readability (See Appendix A).

Topic choice was based on content from courses related to what the participants are taking or expected to take such as psychology and sociology. The length was determined not to be less than 500 words but not to exceed 1000 so as to give a semblance of the common articles participants are made to read in the class for supplemental readings. The text was encoded double-spaced in a regular size bond paper using size 12 Times New Roman font. When it comes to familiarity with the content, the choice considered was an article that the participants have not read before; yet, it dealt on a topic that was not exactly "strange" to them. This was done for the purpose of encouraging the participants to give text-based responses required in the task and not information-based on their prior knowledge. In selecting the article, careful scrutiny was exerted to find the one that is well structured based on conventional standards of a well-written text. In noting the readability of the text, three (3) English teachers were consulted to validate the material and give their comments regarding language and content of the material. All three of them unanimously agreed on the appropriateness of the material for the intended users.

The other instrument used in the study was the rubric crafted by the researchers with the help of the above-mentioned validators. The rubric was used to describe the responses of the participants. (Please refer to Appendix B) To arrive at the desired rubric, the researchers requested the English teachers to outline the informational text used as stimulus material for the note taking output. The teachers were instructed to make a three-point outline of the text using one conventional format of an outline, e.g. using Roman numerals, letters of the alphabet, using Arabic numbers, etc. the outline is expected to show a hierarchy of ideas as given in the text. The three outlines prepared by the teachers were studied and compared with the one prepared by the researchers. A discussion among the researchers followed which eventually led to a final version of the outline.

## **RESULTS AND DISCUSSION**

When the data analysis was conducted, Bengtsson's suggestions were followed which include decontextualization, recontextualization, categorization, compilation of results, inferences and conclusions. The results and discussion, therefore, were based logically on those processes.

In the course of the analysis, the researchers went through the individual written output of the participants closely scrutinizing their responses aiming to get a general impression of the individual output by paying attention to the message or ideas conveyed, how ideas were presented and other matters that will help her make sense of each written output. In order to focus on the analysis, the responses of each participant were broken down into idea units. These were then examined for any trend or salient characteristics that permeate or run through in all the written output.

Easily observed was the amount of idea units the participants were able to give. It was noted that the quantity varied from one participant to another. Another observation noted was the kind of ideas given wherein some were "non-significant details" while a few were "big ideas." Mostly, the ideas written were copied verbatim from the text read and were enumerated at random. Interestingly, the participants dominantly use English language in their responses although they were allowed to use Filipino or their mother tongue. However, in their use of the English language, ungrammatical constructions and spelling errors were evident. The acceptable conventional format of an outline or any graphic organizer for that matter like a concept map, were not evident. Limitations or weaknesses of the participants in note taking in general were revealed after closely analyzing the trends that ran through the responses or written outputs.

Yet, despite those shortcomings, each participant had idea units in their response sheets. The output expressed in idea units showed variation in amount. As shown in Table 1, the expected idea units obtained are twenty (20). The lowest number of idea units obtained is zero (0) and the highest is nine (9). The average number of units is 4.75.

The categories of the observed salient points in the note taking output or written responses can be summarized as follows: 1) amount of idea units given, 2) quality or kind of idea units, 3) format used in presenting the ideas, 4) matters related to language use, and 5) weaknesses/limitations of participants in relation to note taking.

Another factor observed in the output is the format used by the participants. It must be noted that they were instructed to present their notes using an outline or any graphic organizer they are familiar with. It turned out that the formats used were enumeration which comprised 82.7%, narration equivalent to 13% and graphic organizer for 4.3%. As for the language used, it is interesting to note that 78.3% used English in their output although participants were instructed to use Filipino, or English or their native language. 17.4% did code-switching and only 4.3% used Filipino.

Related to language used is the participants' manner of stating their ideas in the outline. Some of them used sentences, others employed topics, and the rest utilized a combination of expressing ideas in topical form or in sentences. Errors in grammar were observed although they were generally "local" in nature, which means that the message of what was written is still recognizable in spite of the errors.

Likewise, it was noticed that the idea units detected can refer to either less significant details or to some relatively important facts. Other ideas stated were not text-based because they were ideas not found in the text read.

As the researchers went through with the raw data, the following challenges were encountered and recurred as weaknesses by the participants: a. the linear method of picking out the notes, b. less conscious on schematizing concepts, c. copy-regurgitating, d. non-ideal in formatting and language difficulty. Below are the details describing each weakness:

**The linear method of picking out the notes.** Participants generally followed the sequence of ideas, paraphrasing them, or using other condensing procedures of information like using topics, omitting function words, which oftentimes distorted the original message

**Less consciousness in schematizing concepts.** There is seldom an apparent consciousness of schematizing concepts, like thinking of a superordinate idea and the illustrative details that follow. By schematizing concepts and ideas, hierarchy is established, and the notes become a stable external storage device. The organized notes will be an effective fallback when forgetting sets in.

**Use of “copy-regurgitation”.** Participants showed tendency to copy verbatim portions of the text without additional reflection.

**Format is not ideal.** The physical lay-out of the responses is not ideal to serve the intended purpose of the notes. The notes do not display evidences of hierarchy of ideas like sorting them out according to levels of importance to show relationship of ideas.

**Completeness and quality of ideas not ideal.** In terms of “completeness” and quality of idea units in the participants’ responses, both were far from ideal as earlier presented. A confluence of factors can be claimed contributory to the unsatisfactory performance.

**Language difficulty.** The participants exhibited faulty grammatical constructions and spelling errors. They likewise resorted to code switching and code mixing using English and Filipino.

## CONCLUSION AND RECOMMENDATION

Based on findings uncovered, it became obvious that the participants need an assistance program for ease of meeting requirements in their courses. A feasible program can only be crafted if data are available to support and justify it. Participants lagged in reading skills for they can only retrieve minimal number of idea units, and the said retrieved idea units were of less significance. The way they organize their notes, or formatting, followed the copy-regurgitate method or simply copying verbatim was evident of low comprehension. The manner of using the language, though predominantly in English, was found to be unsatisfactory. The other data that emerged during the analysis were found to be indicators of weaknesses recurrent to them- these are problems in English proficiency-in both reading comprehension and in writing. Therefore, prototype program was developed by the researchers to address these needs of the participants. This study provides compelling evidences of the students’ poor performance in a task where English is the language used. On content recall, the ideas range from minor details to broad topics. The bulk of ideas are text-based or explicit in the text as expected while others are reader-based or inferred by the student respondent. Inferring or extrapolating from explicitly stated ideas from a given text is one characteristic of a good comprehender. Moreover, students need to refresh and retrieve their background knowledge to connect so that learning will occur (Farnham-Gregory, 1992; Fry, 1989; Recht and Leslie, 1988; Rumelhart, 1980; quoted in Merkeley and Jefferies (2001). Novak (1991) quoted in Merkeley and Jefferies (2001) indicated that when learner construct their own concept maps (graphic organizers with labeled links), that means they understand over what is traditional. Furthermore, Safdar, Hussain, Shah, Ritat, (2012) reiterated that concept maps help students to structure and construct knowledge.

Apparently, there is a need to help the students in their reading in English especially effective reading skills for academic purposes, where they used English as a tool for reading in order to learn. Kane (2014) mentioned that one of the characteristics of an effective reader is a good interpreter, readers analyzed texts to maximize their personal and academic interests. Asiri and Momani (2017) concluded in their research that effective reading takes place when the reader makes meaning out of the words of a reading material. Both further mentioned that SQ3R (Survey, Question, Read, Recall, Review) is a unique strategy in terms of comprehensive effect. As regards English proficiency, the assistance may be enrichment, i.e. additional and more focused sessions building on what the students already know in the language. Attaprechakul (2013) emphasized in his paper that prior knowledge is a must possess for interpretation, especially for challenging passage. Vocabulary knowledge is a requisite in reading comprehension, for organizing thoughts in between words as well as drawing meanings from a text read (Kulesz, 2014). An exposure to strategies will also benefit the students. The activities to assist the students may be designed either compensatory for strategies they did not learn before or as an enrichment kind of assistance for purposes of adding more to what they already know. That taking down notes is more than mechanical recording or transcribing ideas heard or read in a linear fashion. To do justice to the purposes of the notes taken down, there is a range of skills that should be considered like organizing skills. Friend (2001) mentioned the difficulty of remembering a lot of concepts. But by grouping the ideas into clusters or schemas, and knowing the relationship among them will provide the students a set of reasonable schemata to keep in mind.

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