Analysis of Doodles and Listening Comprehension of College Students

ABSTRACT
The study was conducted to determine whether doodling can be effective in improving the listening comprehension of Thirty-eight (38) Bachelor of Science in Development Communication students from Tarlac Agricultural University. A true experimental design particularly the Pretest-Posttest Control Group Design was utilized in the conduct of the study. A survey questionnaire was administered to the respondents to describe their profile and TOEFL iBT™ questions were used as the pre-test and post-test to determine their comprehension levels. Descriptive and appropriate inferential statistics were used in the analysis of the data. The performances of the respondents in the pre-test and post-test revealed that the students who were exposed to doodling have improved on all levels of listening comprehension and those who were not exposed also improved on literal, interpretative, and creative levels but not in critical. Through the exposure of the students to doodling activities, they produced mainly extraneous doodles or doodles which had no connection with the listening passage, followed by metacognitive doodles which reflected that they attempted track their understanding of the passage. The findings of the study further showed that the listening comprehension skills of the students exposed to doodling are significantly higher than those that are not exposed to doodling along literal level. However, no significant differences are found along all other comprehension levels. Finally, the results of the statistical computation showed that the profile of the students (both those who were exposed to doodling and those who were not) were not significantly related to their levels of listening comprehension. It is concluded that doodling can be an aid in improving listening comprehension skills particularly in the literal level but may not contribute much in higher levels. Hence, the researcher recommends the use of doodling as an intervention strategy to aid in improving literal comprehension skills.

Keywords: – doodles, doodling, listening, listening comprehension, TOEFL iBT

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