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Effect of Cornell Note-Taking Method on the Enhancement of Listening Assimilation Skills

Case Study of First Year Student of English Language at Yahia Fares University

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DEDICATION

I pray and thank God Almighty for granting us the gift of knowledge and blessing us with His mercy.

This study is wholeheartedly dedicated to my beloved parents, who have been my source of inspiration and strength. My dear parents who continually provided their moral, spiritual, emotional and financial support. Every challenging work needs self effort as well as guidance of elders. I would offer my humble dedication to my Father Bachir and Mother Rachida for their love, encouragement, affection and pray of day and night make my success and to be the one who I am today. I would like to thank my dear brothers Malek and Houssem for their unconditional support. My beloved sister Assil for making me happy in every single minute. A warm dedication to my husband for his great support, motivation and advice. As I send my grateful thanks to my dear friend Nesrine for being by my side, she always believes that I am exceptional in my own way and that I am brave enough to accomplish my goals. Finally, I dedicate this modest work to my lovely family that's of a great value for me. My cousins Rachida, Ibtissem, Imen, Wafaa, Batoul, Manel and Samira for their motivation as I thank my dear uncles who always believe that I will be a brilliant teacher in the future.

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To whoever taught me a word.

ABSTRACT

Note-taking strategy is a useful tool for improving the listening comprehension skill. However; it is reasonable to expect how difficult it is to take notes from lectures in a foreign language without its strategies instruction. This study aims to shed light on the importance of mastering note taking techniques for enhancing listening comprehension skill. To this end, the study was conducted on 60 first year EFL learners and 12 teachers of English language at Yahia Fares University of Medea. Qualitative and quantitative methods were adopted for this study .In addition, the data collection tools used in this study include interviews with teachers along with questionnaires given to students. There is also an attempt to conduct an experiment concerning the use of the Cornell taking notes method for thirty first year EFL learners. The participants were randomly divided into two groups: note takers using their own method and note-takers using the Cornell method. Next, they were asked to take notes of their teacher's lecture. The research results show that instruction on note-taking techniques could achieve positive effect on listening comprehension enhancement.

Key Words: Listening Comprehension Skill – Note taking – Cornell Method

الملخص

تعد إستراتيجية تدوين الملاحظات كأداة مفيدة لتعزيز مهارة الاستماع والاستيعاب، ومع ذلك فانه من المعقول توقع مدى صعوبتها في ظل محاضرة بلغة أجنبية بدون تعلم استراتيجياتها، تهدف هذه الدراسة إلى تسليط الضوء على أهمية إتقان تقنيات تدوين الملاحظات لتحسين مهارة فهم الاستماع، أجريت الدراسة على 60 طالب في اللغة الإنجليزية السنة الأولى و 12 مدرسا في اللغة الإنجليزية في جامعة يحي فارس بالمدية،اعتمد في هذا البحث المنهج النوعي والكمي، بالإضافة إلى ذلك، تم اعتماد مقابلة كأداة لجمع البيانات المستخدمة في هذه الدراسة مع الأساتذة بالإضافة إلى استعمال الاستبيان مع الطلبة، هناك أيضا محاولة لإجراء تجربة حول استخدام طريقة "كورنيل" في تدوين الملاحظات، تم تقسيم المشاركين بشكل عشوائي إلى مجموعة مدوني الملاحظات بالاعتماد على طريقتهم الخاصة ومدوني الملاحظات بالاعتماد على طريقة "كورنيل"، بعد ذلك ،طلب منهم تدوين ملاحظات محاضرة أستاذهم، تُظهر نتائج البحث أنّ تعلم تقنيات تدوين الملاحظات أثّر ايجابيا على مهارة الاستماع و الاستيعاب.

كلمات مفتاحية: مهارة الاستيعاب والاستماع - إستراتيجية تدوين الملاحظات – طريقة كورنيل

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LISTS OF ABBREVIATIONS

- **LCS:** Listening Comprehension Skill.
- **NT:** Note Taking.
- **CM:** Cornell method.
- **IPT:** Information Processing Theory.

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GENERAL INTRODUCTION

General Introduction:

Every student should know about learning the English language is to acquire the four basic skills which are listening, speaking, reading and writing. As far as the importance of these language skills is concerned, in order for the students to learn the English language, they must develop all the aforementioned skills, especially the listening skill because *"If learners want to learn to speak, they should first learn to understand the spoken language they hear. If learners want to communicate with native speakers, they should first learn to understand in real language situations to comprehend the main pint of what native speakers are telling. Therefore, listening is very important to which teachers and learners should pay enough attention to obtain communication aims. Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge"* (Rost, 1994). Students are surrounded by spoken language from the teacher, their peers, and audio and video media in communicative English lessons. As a result, listening comprehension is critical to the linguistic development of language learners. In this case, language acquisition demands the deployment of suitable strategies by teachers to improve their students' listening skills. One of the most important strategies which can enhance student listening comprehension skill is note-taking. *"Note-taking is the practice of recording information captured from another source. By taking notes, the writer records the essence of the information, freeing his mind from having to recall everything"* (Makany, Kemp & Dror, 2009). This strategy is very important that students need to learn before they reach university. However, it is usually overlooked by middle and high school teachers. To become a good note-taker you have to master one of its different useful techniques such as (mind mapping, charting, outlining, sentence and Cornell method. Implementing a system of note taking is important for some reasons. According to LIU and HU (2012) note-taking in EFL listening is a process that happens simultaneously with the process of listening. They emphasized that note takers need to take down some notes in their own ways according to what has been heard for further reference. Booner and Holliday (2006) identified a number of cognitive activities associated with note-taking while listening including: paying attention to the text, differentiating the main points from the supporting material, and understanding what is being said.

This research study was conducted on first year EFL learners at Yahia Fares University of Medea. The study aims to shed light on the effect of note taking as a

pedagogical tool in enhancing listening comprehension skill. It also aims to shed some fresh light on the importance of mastering note taking strategies.

This research work is divided into three chapters. The first chapter is entitled Literature Review. It covers some understandable definitions of note-taking. Also, the obstacles may the students face while taking notes in their lectures. Moreover, it shed light on the value and influence of note-taking on student academic achievements. Furthermore, it included the Cornell note-taking method. Finally, the researcher also conducted an attentive survey on previous studies that are related to the field of the influence of note-taking strategy on students listening comprehension.

The second chapter is entitled Case Study. It gives a detailed description to the methodology applied involving research design (both qualitative and quantitative methods). Moreover, an explanation of various instruments used for data collection. It also includes the study population and the method of sampling applied in the process of selecting the sample.

Chapter three represents the study finding which includes the result of the student questionnaire, the Cornell method experiment and the teachers' interview. These results support the role of mastering note taking techniques on enhancing EFL learners' listening comprehension skill.

CHAPTER ONE

Literature Review

1.1. Introduction:

This chapter has offers an overview about effectiveness of note taking strategies on enhancing the EFL learners listening comprehension skill. It provides a review of various studies that have been done on the implementation of note taking techniques in learning English as a foreign language in the classroom. This chapter discusses the various definitions of note taking that improve learners listening skill then goes precisely to the use of fruitful techniques , Cornell , charting , mapping methods as examples of note taking strategies that are used by students to develop their listening comprehension skill . As far as this chapter highlights the difficulties and the obstacles that face the learners when taking their notes. The listening skill through the application of the aforementioned methods has many advantages for students' outcomes as well as their comprehension. Adopting the use of those effective methods provides help and motivating context for learners to enhance their listening skill.

1.2. Statement of the problem:

Note-taking is a very important strategy that students need to learn before they reach university. However, it is usually overlooked by middle and high school teachers. Therefore, first year students of university are facing difficulties when taking notes.

Gilbrert (1989) points out how difficult it is to take notes in a foreign language lecture. As a result, educators believe it should be included in the curriculum. Mastering note-taking techniques such as the Cornell method is crucial for students.

1.3. Significance of the study:

A good reason to take notes is you can never re-listen to a speech or a presentation. Note-taking is important skill for student because it engages their brain in specific and beneficial ways that helps them records the important information, freeing their mind from having to recall everything.

Note-taking in lectures makes students do the job of listening in the classroom because when students miss anything to write down, the reason behind is that they were not listening carefully .So, students who take notes , their attention is toward what the teacher is speaking and it is very important to improve the listening comprehension skill.

1.4. Research setting:

Describing the study setting means identifying the time, which the research tools (the interview and the questionnaire) took place. The study was carried out during the academic year 2020/2021 at Yahia Fares University. The research tools of data collection have been conducted during the second semester of the same academic year.

1.5. Research purpose:

The main objective that this investigation seeks to is motivating students to master one of the techniques of note-taking and raising their awareness about the effective role of note-taking in fostering listening comprehension skill.

1.6. Research questions:

This research is motivated by the following questions:

- **Main Questions:**

1. What is the importance of note taking?
2. Is comprehension of lectures improved if note taking is allowed?

- **Sub Questions:**

3. Can an instruction on note taking strategies improve LC skill in academic situation?
4. What are the problems that face the listeners (students during their lecture) and hurdle their progress in terms of taking notes?

1.7. Research hypothesis:

1. Note-taking strategy can improve students listening comprehension skill.
2. Note-taking can improve students' academic achievements as long as it facilitates the comprehension of lectures effectively.
3. Adopting the Cornell method experiment on 1st year EFL students can prove that instruction on note-taking techniques can achieve positive effects on student listening comprehension skill.

4. Lack of knowledge about note-taking techniques, speech rate and not knowing what to note and what to leave could be the main reasons of student's note-taking difficulties.

1.8. Note-taking definition:

Note-taking is the most commonly used strategy in education thanks to its significant value. Mastering some of its effective techniques can be the best way to foster listening comprehension skill; it is the source that can make students' listening skill be improved. There are so many definitions of note-taking.

According to Piolat (2005) note taking is defined as 'short condensations of source material that are generated by writing them down while simultaneously listening, studying or observing' (p. 292).

As for Carrel (2007) notes are generally regarded as useful for increasing students' attention and the retention of the lecture discourse.

Nguyen (2006) recognized note-taking as a critical activity which enhances learning. He considered notes essential for recalling what has been heard or seen and can promote reflection after wards.

Castello & Monereo (2005) referred to note-taking as the hegemonic study activity at university and, in many cases, the main ground for educational interaction between teacher and students.

Hicks (1993) states that note-taking can be analyzed as a means of explaining and narrating some information to ourselves, organizing it and establishing personal relations to make it more comprehensible.

According to the aforementioned definitions, note-taking plays a great importance in learning a foreign language, simply because it can make students be good listeners, attentive students and active members; also it has the ability to increase student's proficiency in listening skill. In addition, taking notes is very useful strategy that the students can adopt during the lecture in order to understand what they are learning and clarify their critical thinking, the majority of researchers argue note taking is not used only for the sake of improvement but for helping themselves to enhance their skills as well.

1.9. The importance of note-taking:

Meyer (2002) stressed the importance of note taking as a skill that should be taught clearly in schools. Also, according to Ornstein (1994), note-taking should be included in the curriculum if it is one of the cognitive processes that aids students' learning and improves their listening comprehension and academic accomplishment. He demonstrated that if teachers taught their students how to take notes, it would benefit all students, including low-achievers. He claimed that: "As a 91 byproduct of cognition, able kids normally gain [note-taking] abilities on their own. Many kids, on the other hand, do not learn these abilities or learn them too late since they were not explicitly taught." (See p. 58).

Despite its complexity, note-taking is a necessary ability, according to Quintus, Bar, Duffield, Napoleon, and Welch (2012), given the prevalence of lecturing in middle school, high school, and college classes. They emphasized the necessity of taking notes in class, stating that: "Students process information using three senses while taking notes: sight, sound, and touch. Students can use their notes to prepare for assessments at a later date." (P. 27).

Despite the material provided by lectures and visual aids, Baker & Lombardi (1985); Kiewr (1985); Kiewra & Benton (1988) believe that note-taking is the best technique for generating additional learning opportunities.

Notes are considered a summary of the gained material when listening and observing during the lecture, according to Faber et al., (2000); Kiewra et al., (1991); Piolat, Olive & Kellogg, (2004), and notetaking can also aid comprehension through internal connections created throughout the lecture.

Learning can be improved by taking notes, according to Piolat et al. (2004), because students can retain knowledge better when they create things themselves rather than having materials supplied to them.

One goal of education is to help students retain knowledge for lifelong learning and assessment, and note-taking can assist them in accomplishing this goal. Notes “provide students with tools for identifying and understanding the most significant components of what they are learning,” according to Marzano, Pickering, and Pollock (2001). (p. 48).

According to Pauk (2001) memory is fragile, and information can be forgotten very quickly if it is not transferred to long-term memory. Also Kiewra (1991) claims that the information from a lecture must be remembered or recorded or it is forgotten. So, this is where note-taking can help. As Titsworth (2001) mentioned Students who take notes typically retain more information than those who do not, which has a positive effect on learning.

According to Van Meter et al. (1994) the benefits of note-taking have been identified as the opportunity to review and to elaborate on the information. They also found that students often report that taking notes helps them to be attentive, structure the materials and recall the content.

Kiewra (1989) believed that note-taking is beneficial for at least two reasons. First, note-taking aids lecture learning by activating the attentional mechanisms and engaging the student's cognitive processes of coding, integrating, synthesizing, and transforming the aurally received input into a personally meaningful form. Second, note-taking is seen as beneficial because the taken notes offer an external store or supply of information that facilitates later revision and review to stimulate the recall of the information heard.

Van Meter, Yokoi and Pressley (1994: 323) stated that most students took notes when listening to the lectures in universities and colleges. In their ethnographic interview study, they asked college students why they needed to take notes and asked what they achieved by this. The answers given by the students were as in the following:

1. It makes them pay more attention to the lecture.
2. It improves their comprehension of the lecture material and aids their memory retention of the material.
3. It establishes a link between concepts.
4. It provides context for the specific ideas that are repeated in a lesson.

In brief, note-taking is an important skill for the student because it engages their brain in specific and beneficial ways that helps them records the important information, freeing their mind from having to recall everything.

1.10. The benefits of note-taking on students listening comprehension:

Liu and Hu (2012) indicated that the process of listening and the process of note-taking in EFL listening are happening together. They stressed that it is important to take-note in our own ways for further reference.

Hayati and Jalilifar (2009) confirmed that it is students should master note-taking for school, work, and life in general. A good reason is that students are taking notes in order to be used later because they can never re-listen to a speech or a presentation. The results of their study supported a clear link between note-taking strategy and listening comprehension ability.

Booner and Holliday (2006) identified a number of cognitive activities associated with note-taking while listening including: paying attention to the text, differentiating the main points from the supporting material, and understanding what is being said.

Williams & Eggert (2002) illustrated that taking down notes while listening to a lecture facilitates the encoding or the retention of information in the memory since students are engaged in some memorization work while taking down notes, especially when they are involved in deep comprehension of the source of their notes.

Van Meter et al. (1994) noted that note-taking is beneficial for student as it increases the students' attention to the lecture, and their ability to see connection between ideas. Borich (2004) agreed that when students are taking notes, they become more receptive to what they hear or see.

Peverly et al. (2007) Claims that, EFL students are facing obstacles in comprehending the teachers' lecture because they suffer short-term memories. Thus, the suitable solution is note-taking strategy, as LeBaur(2000) concluded that note-taking is the ability to capture unfamiliar names, terms and ideas in a text to memorize and comprehend.

All in all, note-taking strategy makes students do the job of listening in the classroom because if they miss anything to write down. The reason is that they were not listening carefully. So students who take note, their attention is towards what the teacher is speaking and it is very important to improve your listening comprehension.

1.11. The difficulties of Students' on Note-Taking:

According to Kiewra (2002) the problem with note-taking is that students are rarely taught to take effective notes. Piolat & Boch (2004) stated that despite the big use of note-taking by student in their class and despite the benefits of note-taking, there are only few students who have learned only the basic note-taking skills.

(Kiewra, 2002; Neef, McCord, & Ferreri, 2006) state that first year student of university come from high school with lack of note-taking preparation. Their average to record important ideas during lectures is below average. This inability comes from lack of teaching note-taking strategies by teachers during the middle and high school years.

Dr. Allen Ornstein, a Professor of Education at St. John's University in New York, stated *"Many students do not learn these skills, or learn them too late, simply because they were not explicitly taught them"* (as cited in Faber et al., 2000, p. 260).

Tsai-Fu and Wu (2010) also noticed a lack of note-taking skills in college students. They noted an importance of teaching students note-taking skills and making sure an adequate amount of time is spent doing it.

According to Brazeau (2006) students are encouraged to become passive listeners. The reason the reliance on the readily available presentation software and handouts. Thus, there is no opportunity for the students to improve their critical skill which helps them to be successful and independent learners.

Sedita (2010) taking notes is difficult for students because it "requires the integrations of auditory processing skills, visual-motor skills, writing 5 skills, reading or listening comprehension skills, and sustained attention" (p. 69). Even though difficult, note-taking is a popular method student's use to record information.

A good summary of students' problems in academic listening mentioned so far is the list of factors augmenting the difficulty of lecture comprehension compiled by Chiang and Dunkel (1992). They include:

- An inability or lack of opportunity to interact with the lecturer.
- An inability to detect the main points.
- Unfamiliarity with the type of structure.

- An inability to understand discourse markers and see logical connections within lecture discourse. Interestingly, despite the whole array of difficulties encountered during lectures, students still seem to value this form of class They are reported to appreciate a lecture-style class for the fact that lectures ensure a great deal of engagement in the learning process as well as in independent thinking and problem solving.

- Jordan (2002) states that one of the difficulties may the students face is note-taking. The ability to distinguish between major and minor points, deciding when the points should be recorded (so that important information is not missed while writing), writing concisely and clearly with the use of "personal shorthand," and deciphering the notes to recall the information from the lecture are all processes that contain a challenge. According to Boyle (2010) other difficulties include balancing the effort of writing and listening at the same time, deciding which items are important to note, and writing fast enough. Konrad et al., (2009).Konard et all (2009) also indicates that It is difficult to listen, write and select important information all at once.

According to Boyle (2007), Kiewra & Benton (1988), some students would record verbatim everything that is said, which is unproductive and possibly harmful to learning because their focus on recording every word diverts their attention away from the content presented in the lecture.

Piolat et al, (2005) writing all what is seen or heard does not help to comprehended. But, unfortunately as Baker & Lombard(1985)state, there is only few students are able to decode what is important, and most just duplicate what is shown or said.

As Piolat et al (2005) define Note-taking as a complex activity that combines comprehension with production of notes, and this complicated process is dependent upon working memory.

Working memory is required to “acquire, cognitively depict, choose, and understand” information when taking notes (Makany, Kemp, & Dror, 2009, p. 620).

Another reason which makes students not successful at note-taking is the process of making connections between the incoming information and previous knowledge

because as Makany, Kemp, & Dror, (2009) state that Note-taking is dependent on working memory to "acquire, mentally represent, select and understand" (p. 620) .

According to Underwood (1989), there are seven causes of ineffective listening comprehension:

1. 1. Listeners have no control over the delivery pace. "Many English language learners believe that the most challenging aspect of listening comprehension is the listener's inability to control how quickly a speaker speaks," he explains. (Underwood, p. 16 in 1989).

2. Second, words cannot always be repeated for listeners. This is a severe issue in educational settings. Students do not have control over whether or not to replay a recording or a segment of a recording in the classroom. Teachers determine whether texts should be repeated and when they should be repeated. However, determining whether or not the students have grasped any particular element of what they have heard is difficult for the teacher (Underwood, 1989, p. 17).

3. Third, listeners' vocabularies are limited. The speaker may use words that the audience is unfamiliar with. Listeners occasionally come across an unfamiliar word, which causes them to pause and consider its meaning, causing them to miss the next section of the speech.

4. Fourth, listeners may miss signals that the speaker is transitioning from one point to the next, presenting an example, or repeating a point. Listeners are more aware of discourse markers used in formal contexts or lectures, such as "secondly," or "then". Pauses, gestures, increased loudness, a distinct change in pitch, or various intonation patterns are all examples of signals in casual situations or spontaneous dialogues. These signs are easily ignored, especially by inexperienced listeners.

5. Fifth, listeners may be unaware of the background. Communication is made easier by sharing mutual knowledge and common topics. Even if listeners understand the surface meaning of the text, they may struggle to appreciate the entire meaning of the piece unless they are familiar with the context. Listeners from different cultures can readily misread nonverbal cues such as facial expressions, nods, gestures, or voice tone.

6. Sixth, listening to a foreign language can be difficult for listeners. Even the tiniest lapse in focus can drastically impede comprehension when it comes to listening comprehension. When students find the content of the listening passage intriguing, it makes conversation easy. Even if they are interested, students may find that listening is exhausting because it needs a great deal of work to understand the message.

7. Seventh, pupils may have developed specific learning habits, such as the need to comprehend each and every word. Teachers want pupils to grasp every word they hear by carefully repeating and pronouncing words, grading the language to their level, and speaking slowly, among other things. As a result, if they don't grasp a word or phrase, they get frightened and discouraged. Students must be able to accept ambiguity and imperfect knowledge.

1.12. Cornell note-taking method:

Boyle (2007); Faber et al., (2000)claim that the majority of the student don’t learn how to take notes and if they are taught these skills ,it is happening at a late point in the course of their education.

Gray & Madson, (2007) state that the quality of students notes will be improved If they are taught its structure.

According to Faber et al. (2000), students who were taught the Cornell method performed much better than students who were not.

Cornell notes got its name from Walter Pauk at Cornell University. Walter Pauk, a director of the reading study center at Cornell University and an author of numerous study skills texts, developed CN in the 1950s.

The Cornell note-taking method is a two column system:

- The left column takes up one-third of the page, while the right column takes up two-thirds (Faber et al., 2000).
- During the lecture, students take notes in the right column, which is used to "record the lecturer's ideas and information" (Pauk, 2001, p. 238).

- Later, the left column (the cue column) will be filled in with questions that correspond to the primary ideas (Pauk, 2001).
- After the note-taking, students review their notes and write questions in the cue column to highlight main points, meanings, and relationships. The process of writing the questions in the cue column *"helps clarify meanings, reveal relationships, establish continuity, and strengthen memory"* (Pauk, 2001, p. 237).
- This column is also utilized throughout the review process while reviewing notes (Pauk, 2001). A two-inch space is left at the bottom of the page for summarizing the page's key point(s), which clarifies meanings and makes revisiting easier (Pauk, 2001).
- Students have an organized method for note-taking and review when the note column, cue column, and summary section are employed.

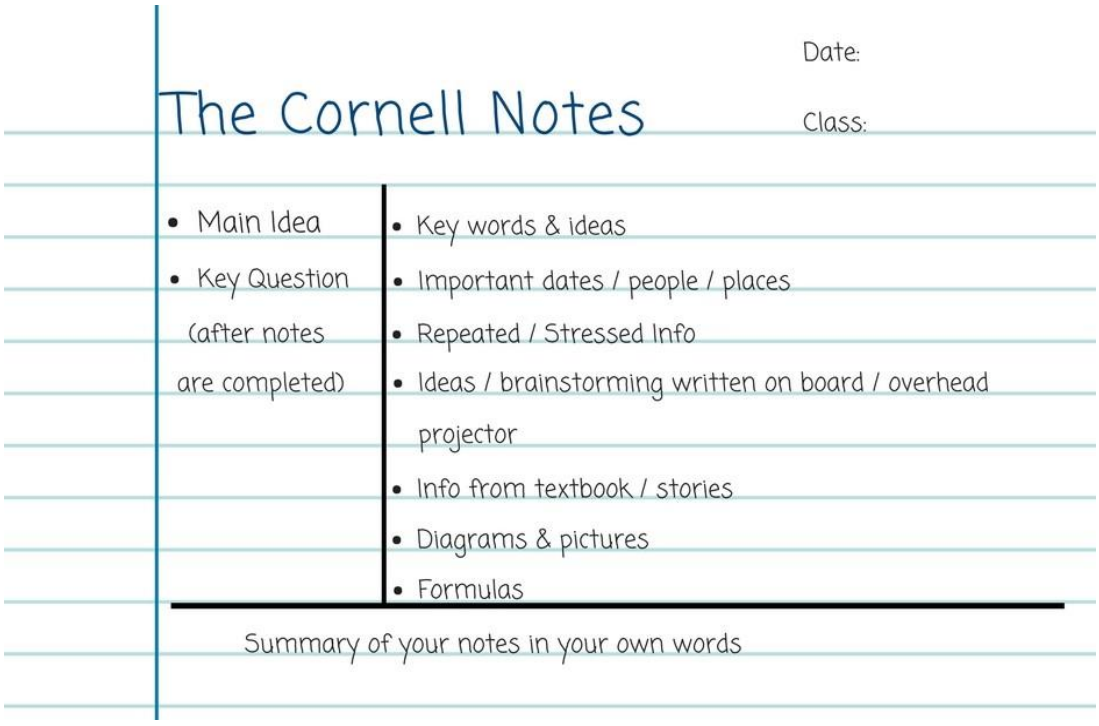


Figure 1.1. The Cornell Note-taking Method (Adapted from University of Auckland Website).

- **Why should I use the Cornell method?**

The Cornell method challenges you to think critically about each lesson's major topics and to describe them in detail, increasing your chances of remembering them afterwards.

It also helps you save time and effort.

You have adequate time to participate in class discussions as long as you can't write every word while listening.

The Cornell method has the advantage of having your notes already structured in a logical, easy-to-read format. This makes it simple to locate notes from specific lectures and to recall important themes presented in each class.

Students who are new to scribbling notes or who want to enhance their note-taking skills may benefit from the Cornell method. Not only will using the Cornell method help you improve your active listening abilities and absorb more material, but it will also help you study for your examinations more successfully.

1.13. Function of note taking:

1.13.1. Encoding of information:

Colman (2015) defined encoding as: "converting information into a different form of representation, especially the process whereby physical sensory information is transformed into a representation suitable for storage in memory and subsequent retrieval" (Section E).

This function refers to the very process of taking notes, aids retention by activating attention and engaging such processes as coding, integrating, synthesizing and transforming aural input into meaningful information.

1.13.2. External storage:

According to Kiewra et al. (1991), notes clearly serve as a location to store knowledge and information recorded for later reference, which is likely the major aim of note-taking for most students. This is unquestionably an important role, especially when combined with the examination of those notes.

It has been proven that the storing function of note-taking improves retention. Participants in Kiewra's (1989) empirical research of the effect of the storage function on retention listened to a lecture and took notes. Students who were permitted to study their notes performed better on subsequent performance exams than those who were not permitted to do so.

The second purpose is related to the note-taking product, which allows for the revision and review of lecture knowledge and, as a result, encourages recollection. As Chaudron et al. (1994) put it, note-taking aids encoding processes by increasing meaningful chunking, general level of attention and effort put into the task, and assimilation of new and old information; note-taking aids rps rehearsal by yielding mnemonics and enabling memory reconstruction by providing external storage.

1.14. Information Processing Theory:

1.14.1. Definition:

IPT *"Attempts to describe how sensory input is perceived, transformed, reduced, elaborated, stored, retrieved and used"* (Kandarakis & Poulos, 2008, p. 111). In other words, IPT explains how information is acquired, processed, stored, and retrieved from memory, as well as how memory can be improved. IPT is based on the cognitive educational paradigm, which associates learning with mental processes (Ertmer & Newby, 1993).

1.14.2. Atkinson and Shiffrin Model:

John William Atkinson and Richard Shiffrin proposed the Atkinson and Shiffrin Model in 1968. This model exemplifies their human memory theory. This model was used by these two theorists to demonstrate that human memory may be divided into three categories: sensory memory, short-term memory, and long-term memory.

- **Sensory Memory:**

The sensory memory is in charge of storing information received by the mind through the senses, such as auditory and visual data. If someone hears a bird chirp, they will recognize it as a bird since the information is stored in the short sensory memory.

- **Short-Term Memory:**

Short-term memory is only good for 30 seconds. Brief-term memory is used to store information that is only needed for a short period of time, such as a phone number that must be phoned.

- **Long Term Memory:**

The capacity of the long-term memory is limitless. There may be memories retained in our long-term memory that date back to the beginning of our lives. When an individual needs to recollect an incident from their past, they use their long term memory.

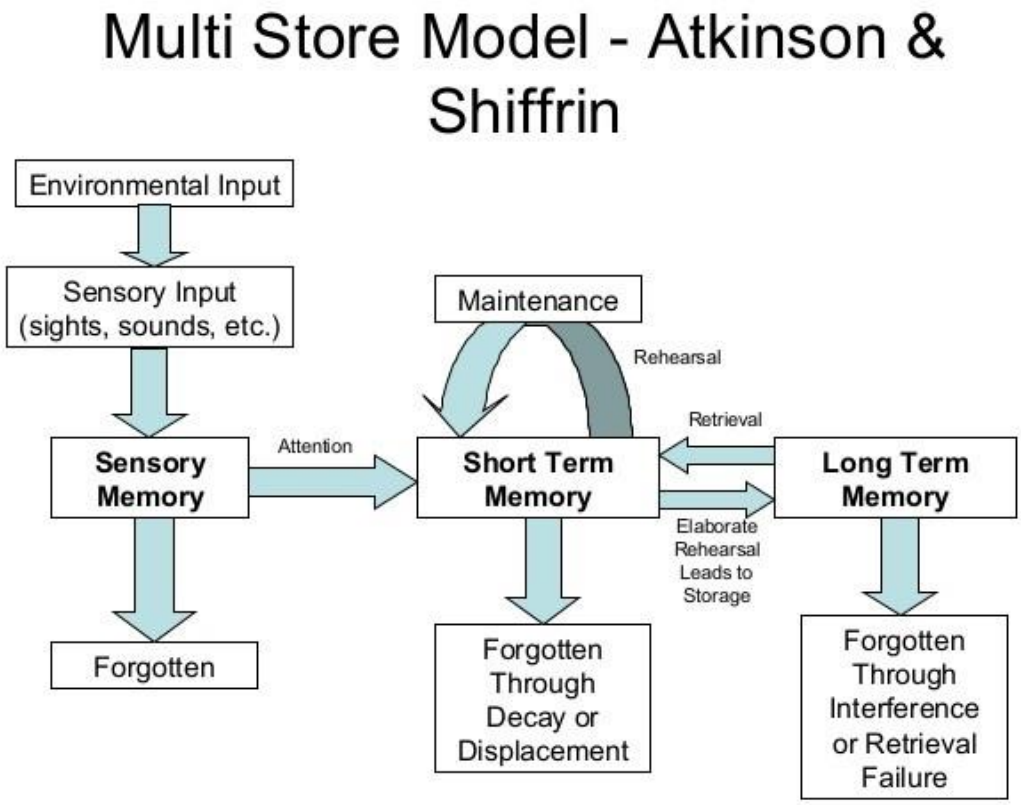


Figure 1.2. Multi Store Model-Atkinson and Schifrin.

1.14.3. The relationship between IPT and note-taking:

Lecture note-taking can be mentally taxing because it often entails students paying attention to a lecture, momentarily hanging on to the knowledge while simultaneously organizing it, and then writing it down before it is lost.

According to Piolat, Olive & Kellogg (2005) note-taking is a central aspect of a complex human behavior related to information management that involves a range of underlying mental processes and their interactions with other cognitive functions.

Woolfolk (2004) stated that among the cognitive learning theories, note-taking can be best viewed in the context of the Information Processing Theory Model of Memory (IPT). "According to this hypothesis, the mind receives information, changes its form and substance, stores it, accesses it when needed, and develops reactions to it, just like a

computer," she said. (Page 239) In terms of the flow of information in the mind, the theory has identified three operations: encoding, storage, and retrieval. Students engage in the same three procedures when taking notes: they encode the knowledge not only in their minds, but also in an external store (the notes), which they "retrieve" when reviewing their notes.

Note-taking is a cognitively demanding activity that activates the working memory (WM) system on numerous levels, including attention, gist extraction, transcribing, and simultaneous monitoring of incoming data (Piolat, Olive, & Kellogg, 2005). Baddeley (2007) claims that note-taking is heavily reliant on 'working memory' (WM). Piolat, Olive, and Kellogg (2005) demonstrated that when taking notes during a presentation, note takers maintain a short-term memory buffer in order to acquire, mentally represent, select, and understand the continuous flow of incoming new information as well as update and interact with previously stored knowledge.

In this regard, Kiewra and Benton (1988) concluded that "*the effective note taker uses working memory capacity to attend, store, and manipulate information selected from the lecture simultaneously, while also transcribing ideas just previously presented and processed*" (p. 35).

Piolat et al. (2005) and Kobayashi (2005) stated that a cognitive task analysis of lecture and text note-taking suggest that both are cognitively demanding. In both situations , students must comprehend verbal material using language comprehension skills and background knowledge, hold information in verbal working memory, decide which information is the most important to retain, and transcribe it through writing before the information is forgotten.

1.15. Related Studies:

Hayati & Jafilar (2009), in an experimental study, Emphasized that it is necessary to teach students the useful techniques of note-taking as long as it improves their academic achievements. They also recommended including note-taking materials as part of teachers' instruction to help students learn more about the subject matter

Bligh (2000) stated that considerable empirical evidence supports the effectiveness of note-taking.

Haghverdi, Biria & Carlini (2010) explored through a survey study, the attitudes of four hundred Iranian professors and students towards the effect of teaching note-taking strategies on the students' academic achievement. The study reported that the respondents including professors and students (male or female) have had high positive attitudes towards the effect of note-taking strategy teaching on the students' learning.

It also revealed that note-taking causes meaningful learning and each note-taking strategy performs its own function in building the students' cognitive structure regarding the content of the subject matter they deal with. They found that note-taking provides the learners with security that facilitates learning.

Carrell, Dunkel and Mollaun (2004) explored the effects of note-taking, passage length and topic on a computer-based test of EEL listening comprehension. They found that students performed best when note-taking was allowed on short passages, and performed less well when not allowed to take notes on short passages or when passages were long, regardless of whether note-taking was allowed or not. They emphasized that note-taking facilitates listening comprehension

In a study by Abraham, Kamath& Ranmarayan (2010) at Melaka Manipal Medical College in India, high test scores were associated with allowing students to take notes during lectures. Their study revealed that note-taking during lectures facilitates students' teaming by helping them to recall better, and keep them alert in the class.

To conclude, most of previous research agreed on the benefits of note-taking and its effects on comprehension, retention and recall of information. Among these are Meyer (2002), Ornstein (1994), Quintus, Bar, Duffield, Napoleon, and Welch (2012), (Baker & Lombardi, 1985; Kiewra, 1985; Kiewra & Benton, 1988), (Faber et al., 2000; Kiewra et al., 1991; Piolat, Olive & Kellogg, 2004), (Marzano, Pickering, & Pollock, 2001, p. 48), (Pauk, 2001), (Kiewra , 1991), (Titsworth, 2001), Van Meter et al. (1994), Kiewra (1989), Van Meter, Yokoi and Pressley (1994: 323), LIU and HU (2012), Hayati and Jalilifar (2009), Booner and Holliday (2006), Williams & Eggert (2002), Van Meter et al. (1994), Borich (2004), Peverly et al. (2007) , LeBauer (2000).

1.16. Conclusion:

Through this chapter, I have tried to give some understandable definitions of note-taking. Also, I have mentioned the obstacles may the students face while taking notes in their lectures. Moreover, I tried to shed light on the value and influence of note-taking on student academic achievements. Furthermore, I have discussed the different useful techniques of note-taking (mind mapping, charting, outlining and Cornell method). Finally, the researcher also conducted an attentive survey on previous studies that are related to the field of the influence of note-taking strategy on student listening comprehension.

CHAPTER TWO

Case Study

2.1. Introduction:

This chapter represents the practical part of the research study. It includes the methods of research along with research tools. It sheds light also on the population and the sample selection and provides a detailed description of learners' interview and questionnaire.

2.2. Research methodology:

This practical chapter provides a full description to the research design (methods of research). Besides the data collection instruments including interview and questionnaire. These research tools were used in order to collect a variety of data for the research.

2.2.1. Research design:

Research design: represents the method used in order to reach the underlined goals, as it allows the disclosure of scientific facts and the identification of the causes and results resulting from them, and in this research the chosen methodology is a case study which employs a descriptive approach in the analysis of data and information and then determine the results obtained. To fulfill research objectives in this study, the Mixed Methods Approach (including both Qualitative and Quantitative Method) would be applied for data collection and analysis. This approach combines quantitative and the qualitative methods in different ways. To investigate the case study, the researcher relies on two research tools. Qualitative tool interview have been used. For quantitative tool, on the other hand, a questionnaire is given to our case study. There is also an attempt to make an experiment about the Cornell method note taking.

2.2.2. Data collection instruments:

For the sake of collecting data for the present study and in view of the correlation of the research the topic with a descriptive approach, the researcher applies the mixed method of research where two main tools of data collection are used namely, interview and the questionnaire. Thus, the use of different instruments of data gathering and multiple informants helps gaining an understanding of the phenomenon from different angles.

2.3. Questionnaires:

The questionnaire is an efficient tool to investigate how the members of the selected sample (students of English Language in Yahia Fares University) feel about the use of note taking in lecturing sessions. It permits the researcher to ask the participants a set of questions that reflect their point of view toward the use of such strategy in purpose of improving their listening comprehension skill. Nunan (1992) defines questionnaire as "an instrument for the collection of data, usually in a written form consisting of open and/or closed questions and other probes requiring a response from subjects"(p.231).

2.3.1. Questionnaire Description:

The students' questionnaire was used in this study to highlight the role of Note taking on enhancing EFL learner's listening comprehension skill. The questionnaire devoted for this study takes the form of a set of online written questions and statements that are given to the respondents to answer them. It was designed to focus on EFL learners' attitudes toward note taking strategy, the effects of note taking strategy on learners' performance, as well as, the learners' perceptions toward the use of note-taking. The questionnaire starts with a small introduction that explains the topic to the respondents and gives instructions about how they are intended to answer the questions. The questions are divided into three sections. The first section deals with a general overview about learners' personal information including age and gender. The second section is devoted to evaluating learners' knowledge of note-taking.

The third section focuses on the students' attitudes toward the effectiveness of note taking on listening comprehension. This section contains 10 closed-items in the form of four points Likert Scale ranged from; (Agree, Strongly Agree, Disagree and Strongly Disagree).

2.3.2. Piloting the questionnaire:

Piloting the Questionnaire Pilot study involves a small number of participants. Its objective is to identify potential problems in the content of the questionnaire, which require modification. To avoid any misunderstanding, the researcher feels that there is a need to pilot the questions to ensure that all the questions are properly phrased. Hence, help from a few respondents and teachers are requested in order to review and revise the

questions. After piloting the questionnaire, the questions were clear and well stated to answer the research questions.

2.3.3. Administering the questionnaire:

After going through all the steps to create an appropriate questionnaire, the researcher presented the corrected version to the target sample. The researcher explained the topic to the respondents and asked for their collaboration. The process of administering the questionnaire took place in Yahia Fares University on the 21st of May, 2021.

2.4. The Experiment:

The main concern of this experiment is to measure the effect of Cornell note-taking method on students 'listening comprehension skill. The essential question of the study is whether there is any positive or negative relationship between the student s' listening comprehension and their note taking strategies.

2.4.1. The Experiment Description:

In this experiment, the participants consisted of 30 students of EFL learners at Yahia Fares university first level. They were randomly divided into two groups, note takers on basic of Cornell method and note takers on basic of their own method. The Cornell note takers groups were taught some basics of this method during only two meeting. I have explained important points of this method such as follow:

- They have to divide the paper into two columns.
- The note-taking column (usual in the right) is twice size of the questions
- Key word columns (on the left).
- Notes from a lecture are written in the notes-taking column, notes usual consist of the main ideas of the text or lectures and learning ideas are paraphrased
- Long sentences are avoided; symbols or abbreviations are used instead.

2.4. Interview:

The interview is another method of collecting data from participants. This type of research tool (structured interview) involves a definite number of questions to a second sample namely (teachers).

The interview is conducted online by which teachers are intended to answer a series of questions included in the interview. While interviewing, the researcher is free to decide the format and the content of the questions. As mentioned previously, the researcher invites all the teachers of English language of Yahia Fares University. The aim behind interviewing is together different teachers' perspectives toward the effectiveness of note taking in enhancing listening comprehension skill .Their attitude toward the necessity for the student to master the note taking techniques. In addition, what do they think about the Cornell method note taking to be applied?

2.4.1. Interview Description:

This interview starts with a brief introduction in which the interviewer states the topic and the problem being studied. The questions of the interview are already predetermined in order. The interview contains twelve questions that are divided into two sections. The researcher promises confidentiality of teachers' personal information and the data.

The first part includes two questions. It is about teachers' background information including gender, and their experience of teaching:

1. Gender
2. How long have you been working as a teacher?

The second part, on the other hand, consists of twelve closed questions. They shed light on teachers' perspectives about the effectiveness of note-taking in enhancing listening comprehension skill. They were as following:

1. Do you give importance to note-taking?
   - Yes
   - No
2. Have you ever use note-taking strategy in your session?
   - Yes
   - No

3. According to you, does note-taking improve the students' listening comprehension skill?

- Yes
- No

4. Do you find it necessary for the students to master the techniques of note-taking such as: Cornell, Sentence, Charting method, Est.?

- Yes
- No

5. How do you evaluate your students' performance after taking notes in your lecture?

- Yes
- No

6. Have you noticed any improvement is student's performance when using note-taking?

- Yes
- No

7. How often do you use note-taking strategy in your module?

- Sometimes
- Every sessions
- Rarely.

8. Why do you prefer to make your students use note-taking during your lecture? (You can tick more than one answer).

- To concentrate and focus well with you.
- To develop the student listening comprehension skill.
- To have enough knowledge about the lecture information to answer your test.

As for the opened ended questions, hence teachers where asked about:

9. If you give importance to note-taking, please, explain why?

10. If you agree that note-taking improve the students' listening comprehension, please, explain how?

11. What obstacles the students may struggle when taking notes during the lecture?

12. The Cornell method is the most commonly used technique that guaranties the effectiveness of notes taking. In your opinion how can this strategy help students to take notes effectively during the lecture? Have you noticed any improvement is student's performance when using note-taking?

2.5. Population and sample:

2.5.1. Population:

For the sake of collecting data, the population and the sample are needed in order to accomplish this study. This research is addressed to EFL learners at Yahia Fares university first level as a whole population. The sample of this study depends on the type of sampling employed to select participants. The researcher aims at exploring the role of note-taking on enhancing EFL learners 'listening comprehension skill.

Population is an important aspect for any study from which the information is obtained to find answers to research questions. Concerning this study, all EFL at Yahia Fares University constituted the target population of the study. There are four groups. Each group consists of between 12 and 18 students giving a total population of 60 students. Their ages are approximately between 17 and 25 years old. Yet, distributing the questionnaire to the whole population might raise certain problems to the researcher due to the huge students' number. For this reason, the researcher tries to work with a small representative sample of the entire population. The researcher used probability sampling design including simple random sampling. The students who answer the online questionnaire have been randomly selected from the other ones. Giving a total number of 60 participants, 25% respondents were male and 75% were female respondents.

2.5.2. Sample selection and participants:

2.5.2.1. Participants:

In this section, the researcher identifies the participants who are willing to participate in this study. The participants are students that were chosen as a sample to answer the questionnaire. In addition to English teachers in order to be part of the interview.

2.5.2.2. Students:

EFL learners are the substance of the study. They have studied English since middle school. And now they are studying English as a specialty. They are 15 male and 45 female.

2.5.2.3. Teachers:

The respondents were also teachers of English at Yahia Fares University. The interview is conducted with different teacher. They are 12 teachers representing the total population of the study. Their teaching experience differs from one teacher to another. The purpose of the interview is to check teachers' awareness of enhancing their students' listening comprehension skill through the use of note taking.

2.6. Data collection procedures:

Data of the present study were collected during the second semester of the academic year 2020-2021. Both students' questionnaires and teachers' interviews were distributed electronically (online) in students and teachers groups of Yahia Fares University. While the process of publishing and collecting answers to this questionnaire and interview extended for the period from 21 to 25 Mai of the year 2021.

2.7. Data analysis procedures:

A mixed method approach is adapted in the present study through collecting both quantitative and qualitative data. The qualitative data obtained from both structured interview helps in supporting the quantitative data gathered from the questionnaire. The questionnaire data were analyzed statistically by using the Statistical Packages for Social Sciences (SPSS).

A numerical value was given to each answer in the questionnaire in order to calculate the frequencies and percentages in data analysis. Then, through the use of descriptive statistical procedures, the data were analyzed. For the qualitative data, on the other hand, content analysis was each teacher's answers alone the interview that was programmed electronically. The raw data were carefully read then organized under each question. At this stage of analysis, some irrelevant answers and comments were ignored. Later on, codes were created and categories were identified.

2.8. Research procedures and analysis:

For the purpose of this research study, the researcher applied the MMA approach, which includes both qualitative and quantitative methods of data collection. The researcher used the following tools; class observation, interview, and questionnaire.

The qualitative data is used to interpret the students' interview and describe the results obtained through the interview. Quantitative data, on the other hand, are used for analyzing students' questionnaire into numerical (statistical) data usually done by Excel computer programs.

2.9. Methodology limitation (Temporal, Locative and Topical):

- Temporal limitation: the study carried out in the second semester of the academic year 2020/2021.
- Topical limitation: the study examined the effect of taking note in enhancing listening comprehension skill.
- Locative limitation: the study covered the importance of note taking in enhancing listening comprehension skill in Yahia Fares University in Medea.

2.10. Conclusion:

To conclude, this chapter has introduced the methodology of the present study. Throughout this chapter, the reasercher provide description and explanation of the components of the research methodology. It includes research settings, research purposes, and research questions. The participants of the study have been respectively introduced. Afterwards, instruments for data collection have been described. Finally, it has been presented as a brief discussion of the main limitations of the study. In other words, the present study is a case study which employs both quantitative and qualitative data collected through different instruments namely questionnaire and interview.

CHAPTER THREE

Discussion of the Results

3.1. Introduction:

This chapter is devoted to the result of the questionnaires submitted for both teachers and students and the result of Cornell method experiment.

The aim of the questionnaire which is administrated to the students is to make them express their ideas and opinion about the effect of note taking on enhancing their listening comprehension skill and about the problems that face during note-taking process. However, Cornell method experiment aims to facilitate how to take note effectively and it achieved a positive result on students' performance. Additionally, the questionnaire which is administrated for teachers is to determine the role of note taking in developing listening comprehension skill and the degree of importance it is given by them through how they apply the different techniques of note-taking in teaching program to attain students' proficiency.

The main purpose of this chapter is to investigate the research hypothesis and to find solutions to students' note-taking problems.

3.2. The Students' Questionnaire:

3.2.1. Introduction:

This questionnaire aims to give the students a chance to express their attitudes and opinion towards the research topic. Therefore, the questionnaire was designed to know to what extent EFL learners are aware of the role of note-taking in improving their academic achievement. To check the validity of the hypothesis the students' questionnaire will be analyzed.

3.2.2. Aim of the questionnaire:

This questionnaire is mainly designed to diagnose the students' points of views towards the importance of note-taking on enhancing EFL learners listening skill.

3.2.3. Administration of the questionnaire:

The questionnaire was administrated to 60 students of first year LMD chosen randomly from the English department branch of Yahia Fares University. The questionnaire was answered in the same day that is given to them, and the number of

students constitutes the sample of this research. The administrated questionnaire discusses an issue that is shared by almost all students; the majority of them face the same difficulties in listening comprehension for that they attempt to improve it through the note-taking strategies.

3.2.4. Students' answer of the questionnaire:

3.2.4.1. Section One: Student personal information:

- **Question one:** Gender

The first question involves the identification of participants' gender. There are 75% females and 25 % are males in the class.

Table 3.1. Students' gender.

Gender	Effective	Percentage
Female	45	75 %
Male	15	25 %
Total	60	100 %

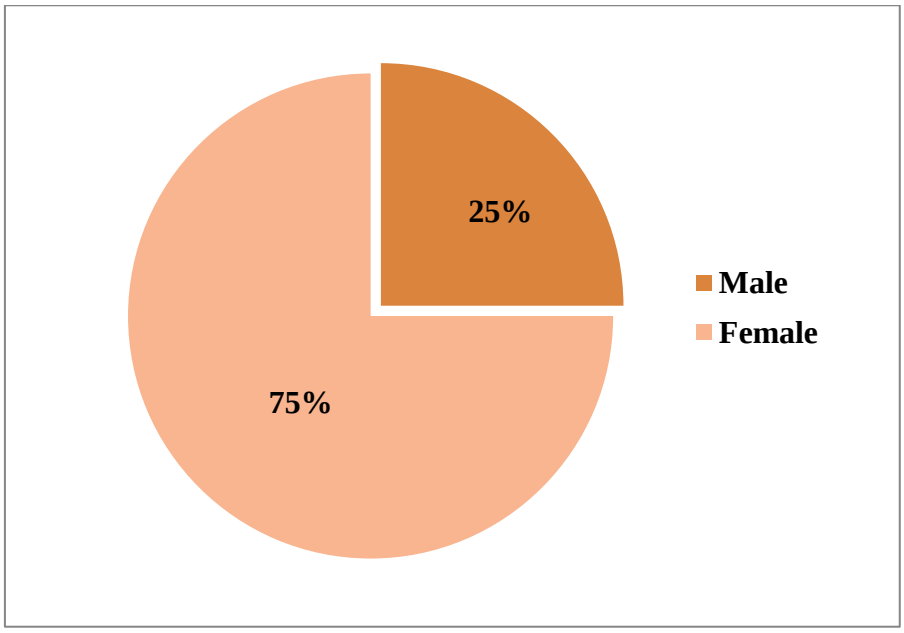


Figure 3.1. Students' gender.

These results (Male: 25) and (Female: 75), indicate that the number of females exceeds the number of males, and this is due to the reason that females like to learn and develop their communicative competence more than males.

- **Question two:** Age

Table 3.1. Students' age.

Age	Effective	Percentage
17 To 18	39	65 %
18 To 19	18	30 %
More than 20	3	5 %
Total	60	100 %

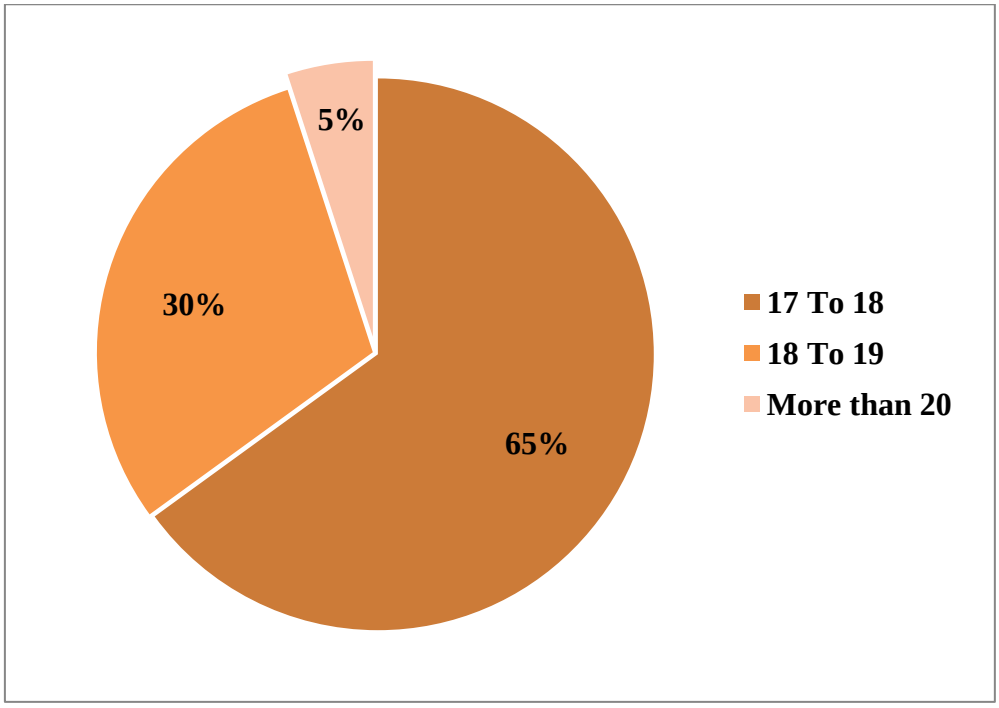


Figure 3.2. Students' age.

Through the table above and the graph, It is found that 65% of the study sample individuals ranging in age from 17 to 18 years, while 30% in their ages range from 19 to 20, As for the individuals over the age of 20 years they were 5%. This means that the majority of students are between 17 to 18 years old.

3.2.4.2. Section Two: Student background about Note-Taking:

- **Question one:** Do you consider note-taking as an effective strategy to enhance your listening comprehension skill?

Table 2.3. Represent the students' answers whether they consider note-taking as an effective etrategy to enhance their LCS.

Options	Effective	Percentage
Yes	54	90 %
No	6	10 %
Total	60	100 %

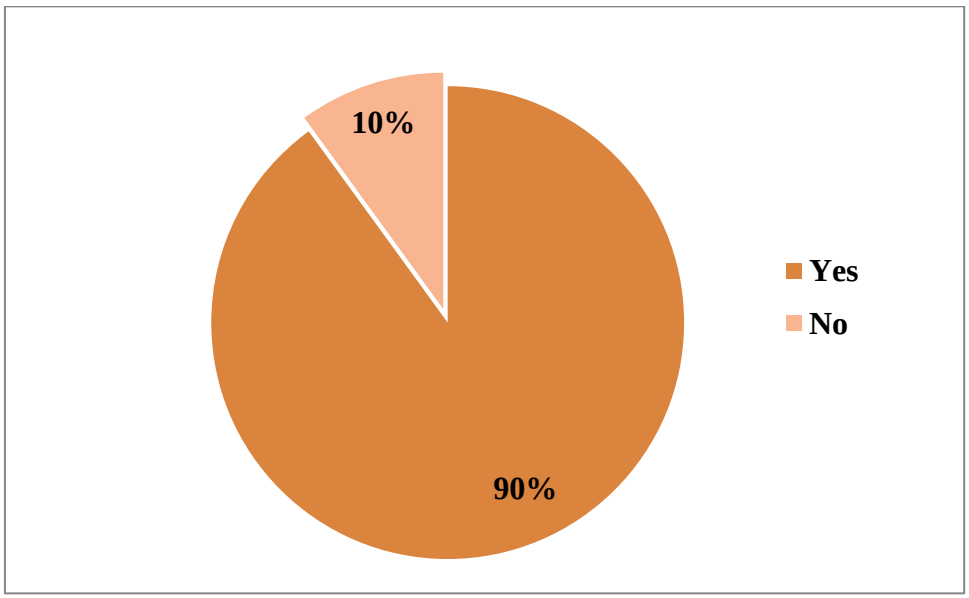


Figure 3.3. Students' answers whether they consider note-taking as an effective strategy to enhance their LCS.

In this question, the results show that the majority of students are aware of the importance of note-taking as an effective strategy to enhance their listening comprehension skill. 90% (54 students) chose "Yes" while only 10% (6 students) chose "No".

- **Question two:** How do you evaluate listening skills?

Table 3.3. Frequencies and percentage of learners' answer toward their level of listening comprehension skill.

Options	Effective	Percentage
Strong	15	25 %
Moderate	36	60 %
Weak	9	15 %
Total	60	100 %

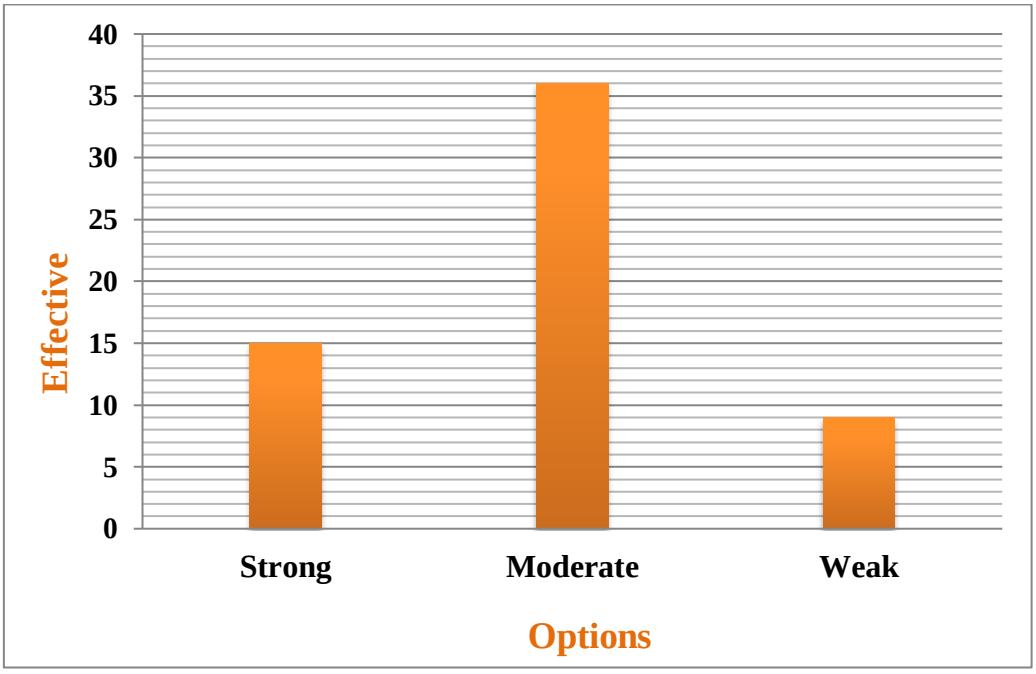


Figure 3.4. Learners' answer toward their level of listening comprehension skill.

Students are expected to evaluate their listening comprehension level from strong to weak. The table demonstrates that 25% of them perceive themselves as strong students; while, 60% who have admitted that their level is moderate. The rest of answers were about 15% states that their level is weak. This means that the learners' level is moderate in listening comprehension in general. It is a direct announcement that they may have contained which prevent them to get a strong level.

- **Question three:** Have you trained some techniques of Note-Taking in the classroom?

Table 3.4. Represents the student answer whether they have trained some of note-taking in their classroom.

Options	Effective	Percentage
Yes	54	90 %
No	6	10 %
Total	60	100 %

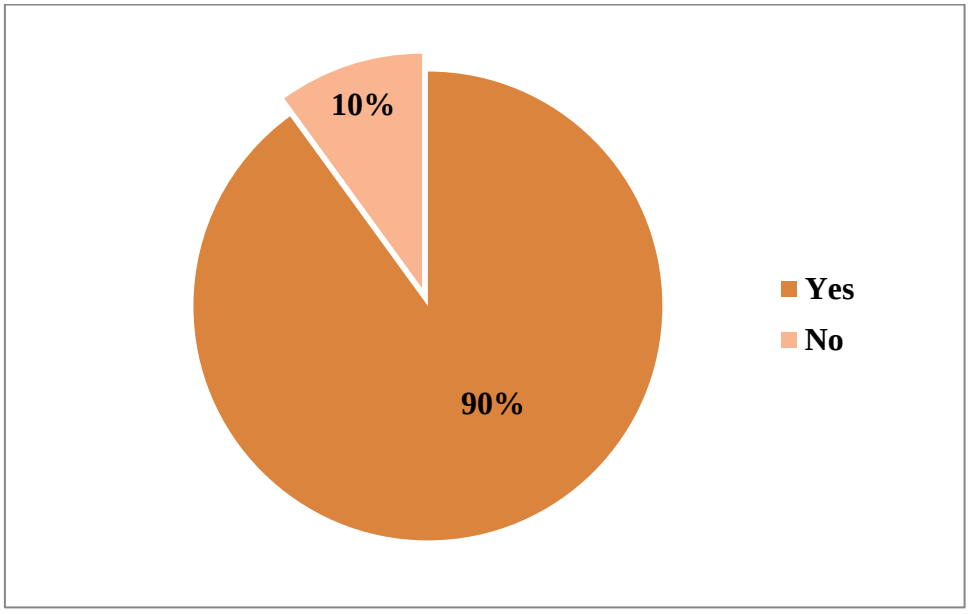


Figure 3.5. Student answer whether they have trained some of note-taking in their classroom.

This question aims to shed light if students trained some techniques of note-taking. 90% indicate that they don't train, and only 10% of the students state that they train. This means that the majority of students don't have the opportunity to master one of the techniques of note-taking.

- **Question four:** Do the following listening comprehension issues constitute an obstacle to your learning?

Table 3.5. Represents students attitudes toward which issues can be an obstacle to their learning.

Options	Effective	Percentage
Speech Rate	39	65 %
Limited Knowledge of the Subject in Question	15	25 %
Limited Knowledge of the Vocabulary and Grammar	6	10 %
Total	60	100 %

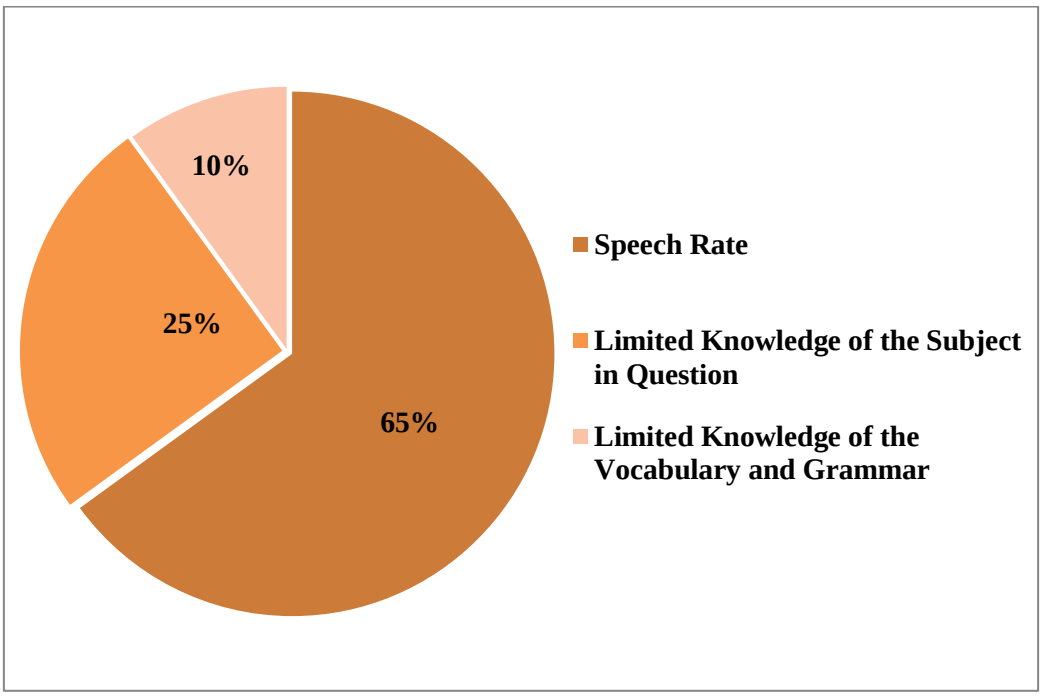


Figure 3.6. Students' attitudes toward which issues can be an obstacle to their learning.

According to the results of the table and bar graph, the findings reveal which one of the following issues constitutes an obstacle to their learning. They indicate as following: (25% limited knowledge of the subject in question, 65% speech rate and 10% limited knowledge of the vocabulary and grammar).

- **Question five:** How often do you take notes in class?

Table 3.6. Represents students' answers toward the use of note-taking in class.

Options	Effective	Percentage
Always	21	35 %
Sometimes	36	60 %
Never	3	5 %
Total	60	100 %

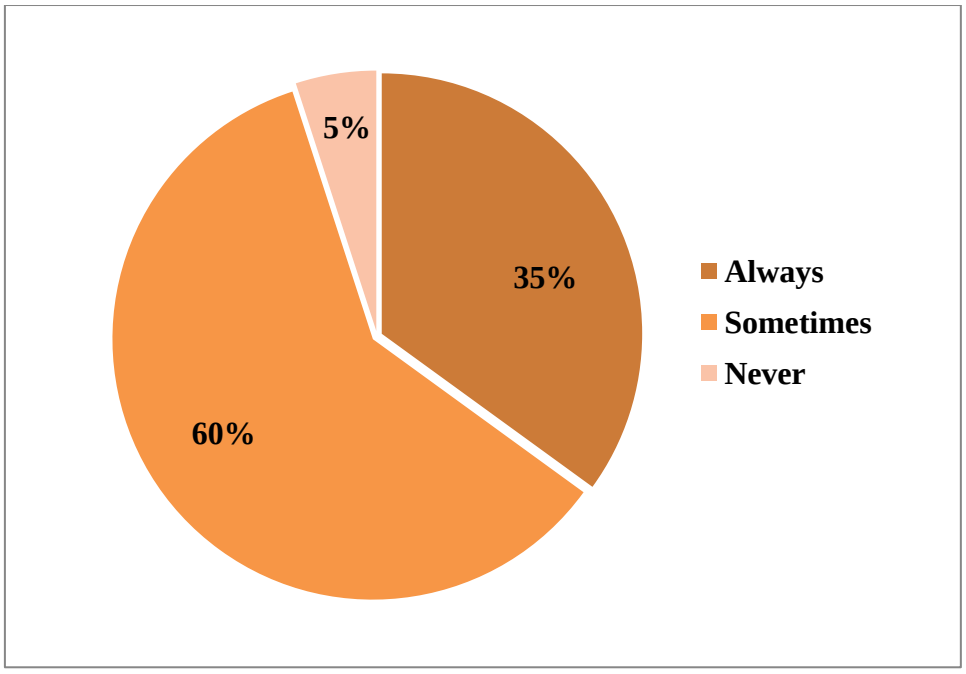


Figure 3.7. Students' answers toward the use of note-taking in class.

In this question, the results show that most of the students take notes in the classroom (35% always, 60% sometimes and 5% never).

Table 3.1:

Table 3.7. Represent the students 'answers towards if there are any particular strategy during taking notes.

Options	Effective	Percentage
Taking notes in your own method	54	90 %
Taking notes adopting Cornell, Sentence, Charting, Outlining, Mapping method	6	10 %
Total	60	100 %

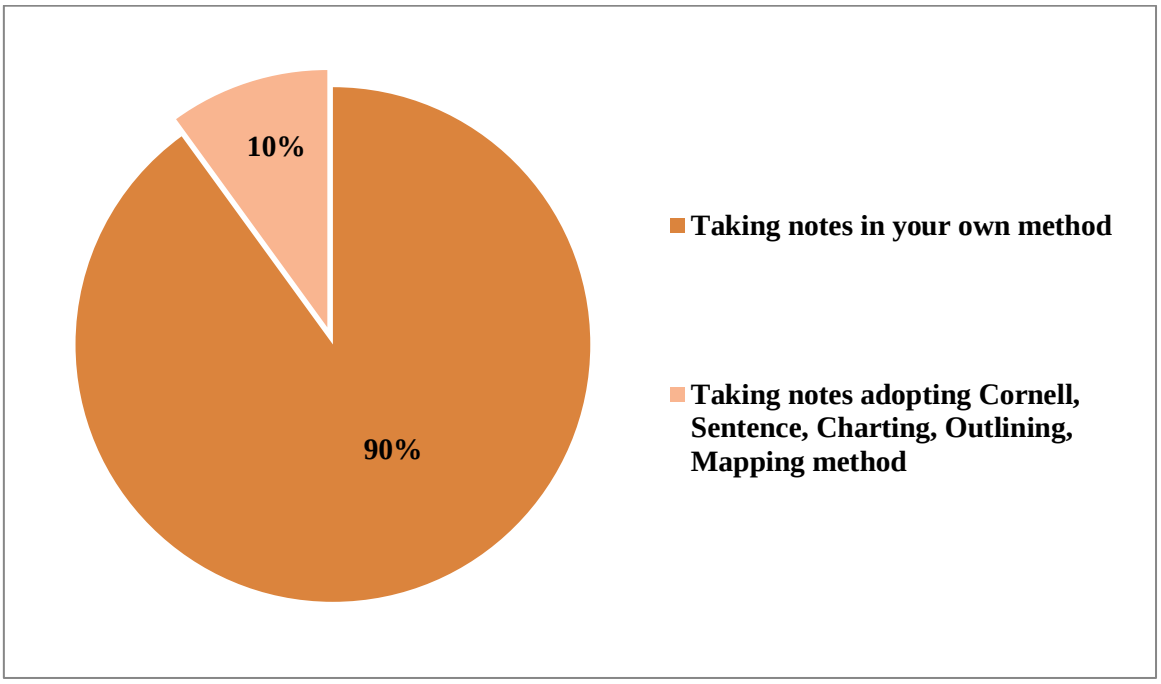


Figure 3.8. Students' answers towards if there are any particular strategy during taking notes.

This question aims to shed light whether students use any particular strategies when they take notes. 90% indicate taking note in their own method, and only 10% taking note adopting one of the following methods, Cornell, sentence, charting, Mapping. This means that the majority of students don't have the knowledge about its techniques.

- **Question seven:** Students are asked to tick the appropriate answer for each statement.

A. First statement: Taking notes is an easy strategy for me.

Table 3.8. Frequencies and Percentage of Learners' answer toward taking notes is an easy strategy.

Options	Effective	Percentage
Agree	9	15 %
Disagree	15	25 %
Strongly Disagree	36	60 %
Total	60	100 %

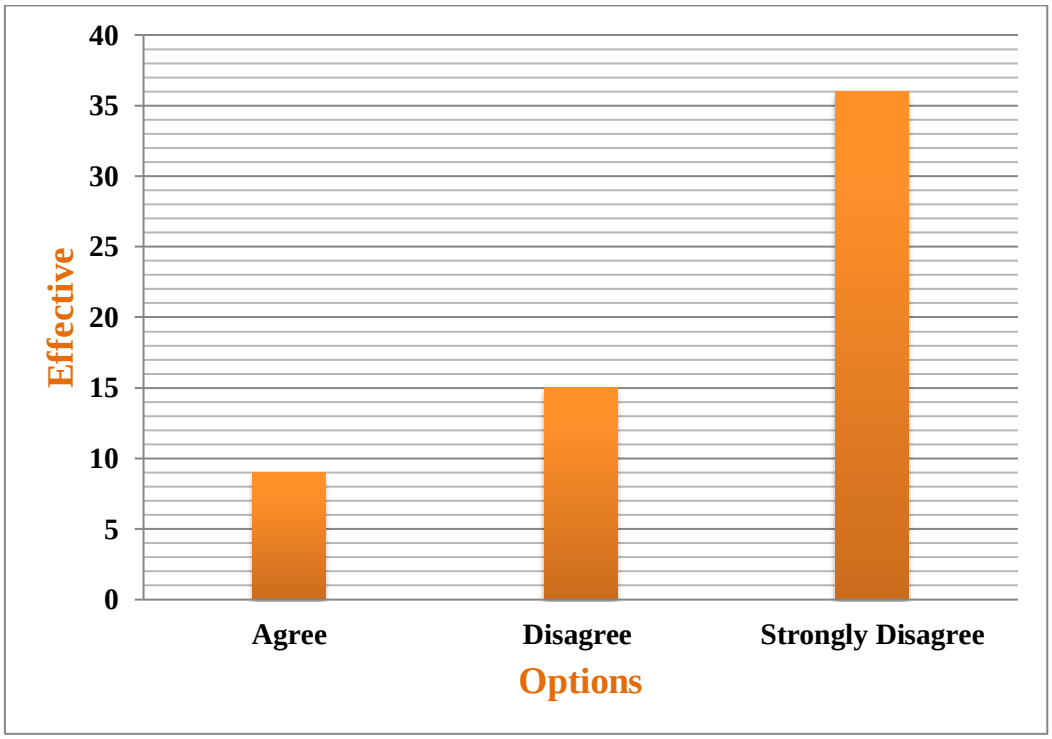


Figure 3.9. Learners' answer toward taking notes is an easy strategy.

According to the results of the table and bar graph, findings reveal that the majority of learners (36 students), about 60% strongly disagree that note taking is an easy strategy for them. Furthermore (15 students) of the participants 25% disagree on this idea. While, the percentage learners of who were agree about this statement (15%).

B. Second statement: I have enough knowledge about note-taking strategies.

Table 3.9. Frequencies and Percentage of Learners' answers toward whether they have enough knowledge about not-taking strategy.

Options	Effective	Percentage
Agree	21	35 %
Disagree	33	55 %
Strongly Disagree	6	10 %
Total	60	100 %

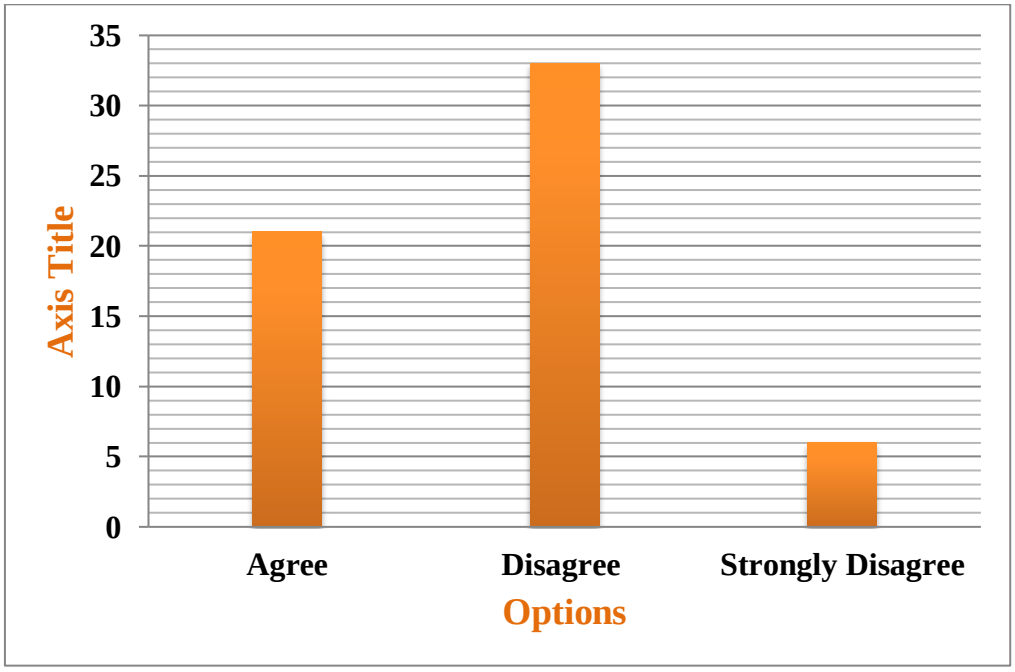


Figure 3.10. Learners' answer toward whether they have enough knowledge about not-taking strategy.

The collected answers confirmed that, 65% of the participants disagree that they have enough knowledge about note-taking. Moreover, the number of participants who strongly disagree was 10%. However 35% of them agree with this statement.

C. Third statement: It is hard for me to decide what to include in my notes.

Table 3.10. Frequencies and Percentage of Learners' answers toward whether it is hard for them to decide what to include in their notes.

Options	Effective	Percentage
Agree	42	70 %
Strongly Agree	12	20 %
Disagree	6	10 %
Total	60	100 %

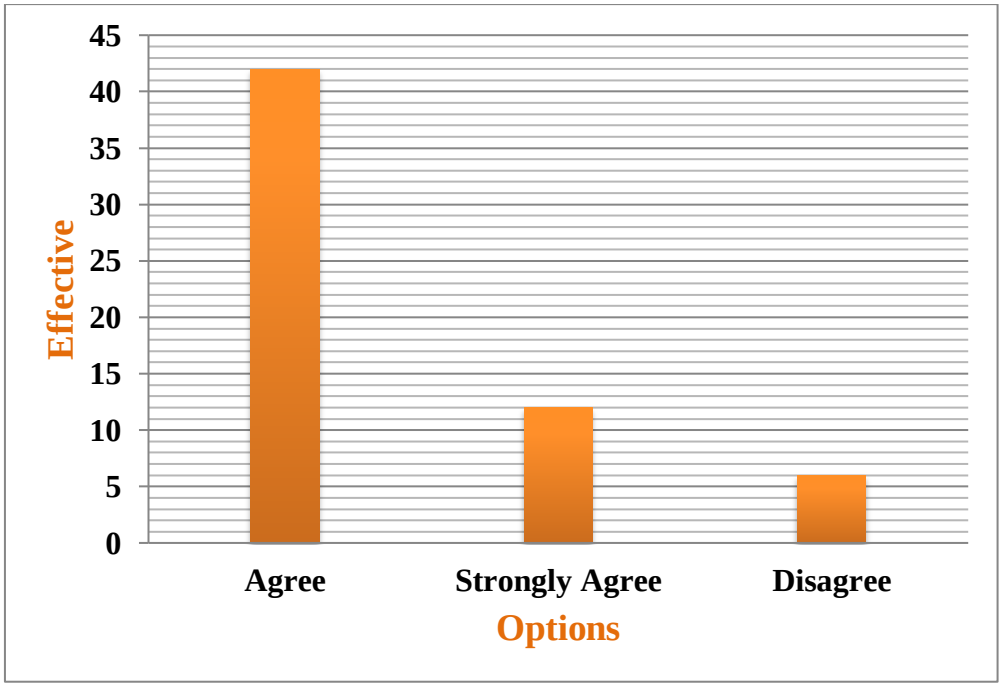


Figure 3.11. Learners' answer toward whether it is hard for them to decide what to include in their notes.

The investigation shows that the percentage of students who agree (70%) on the reason states that is hard for them to decide what to include in their notes. The percentage of participants who strongly agree 20%. While 10% of the learners answered with being disagree.

D. Fourth statement: I have been trained on note-taking methods.

Table 3.11. Frequencies and Percentage of Learners' answer toward whether I have been trained on note-taking methods.

Options	Effective	Percentage
Agree	12	20 %
Disagree	42	70 %
Strongly Disagree	6	10 %
Total	60	100 %

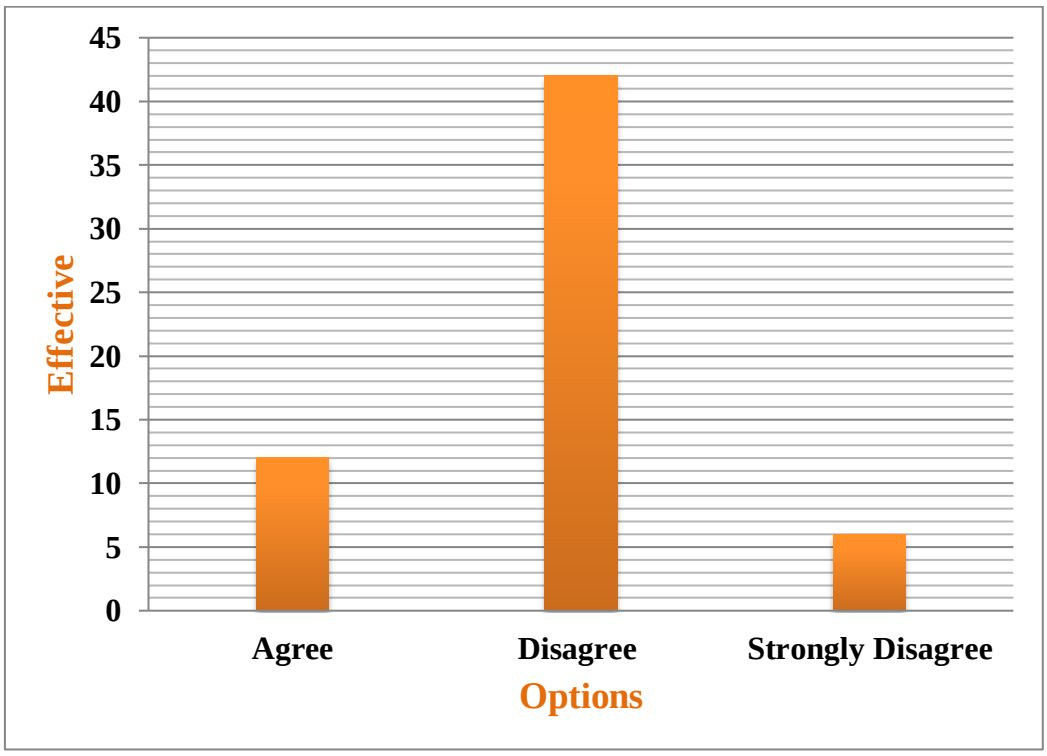


Figure 3.12. Learners' answer toward whether I have been trained on note-taking methods.

The results reveal that most of the participants 70% disagree that they have been trained on note-taking method. Moreover, the percentage of participants who agree with this saying is 20%. As for students who strongly disagree were 10%.

E. Fifth statement: I make comparison between my notes and my classmates notes for correctness and comprehensiveness.

Table 3.12. Frequencies and Percentage of Learners' answer toward whether they make comparison between my notes and my classmates notes for correctness and comprehensiveness.

Options	Effective	Percentage
Agree	12	20 %
Strongly Agree	42	70 %
Disagree	6	10 %
Total	60	100 %

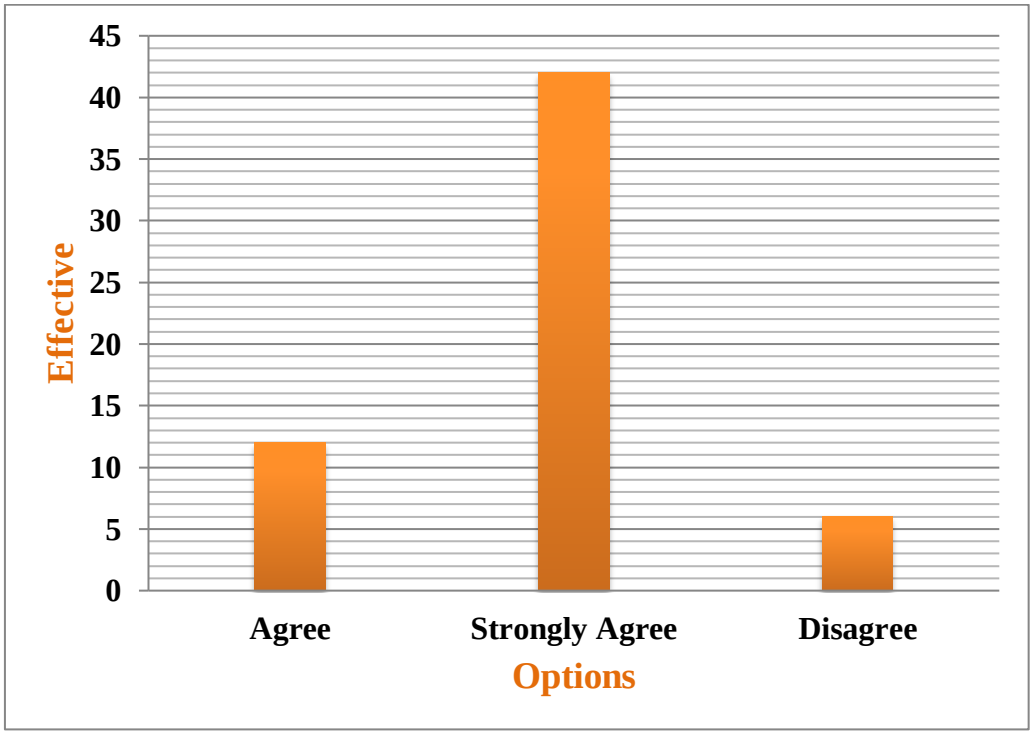


Figure 3.13. Learners' answer toward whether they make comparison between my notes and my classmates notes for correctness and comprehensiveness.

The collected answers indicate that most of students 70% strongly agree that they make comparison between their notes and their classmates' notes for correctness and comprehension. About 20% of learners agree, while 10% of them disagree with this statement.

3.2.4.3. Section Three: Student attitudes toward the effect on Note-Taking in listening comprehension:

In this section, five-point Likert scale, students are asked to tick the appropriate answer for each statement. The result of each statement would be analyzed alone.

A. First statement: Taking notes, helps me to become an attentive listener during the lectures.

Table 3.13. Frequencies and Percentage of Learners' answer toward whether Taking notes helps them to become an attentive listener during the lectures.

Options	Effective	Percentage
Agree	9	15 %
Strongly Agree	45	75 %
Disagree	6	10 %
Total	60	100 %

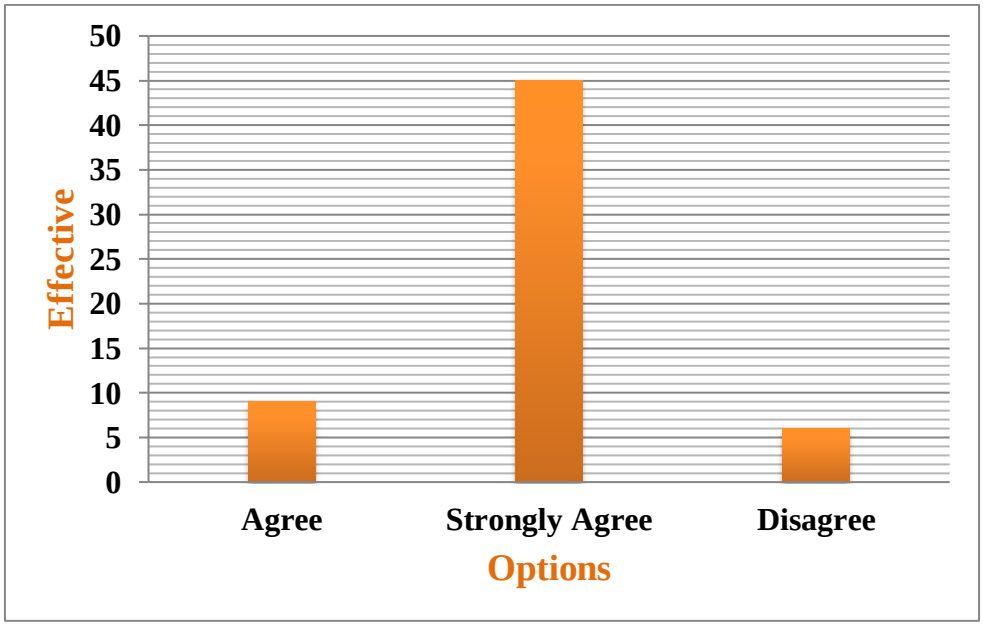


Figure 3.14. Learners' answer toward whether Taking notes helps them to become an attentive listeners during the lectures.

The percentage of students who ticked strongly agree 75% that note-taking helps them to become an attentive listeners during the lecture .As for, the percentage of the

participant who agree on this statement is 15%.However, the number of students who are disagree about it fall to 10%.

B. Second statement: Taking notes, allows me to pay attention to the teacher's body language and tone of voice when deciding what to write in my notes.

Table 3.14. Frequencies and Percentage of Learners' answer toward whether Taking notes allows them to pay attention to the teacher's body language and tone of voice when deciding what to write in my notes.

Options	Effective	Percentage
Agree	9	15 %
Strongly Agree	48	80 %
Disagree	3	5 %
Total	60	100 %

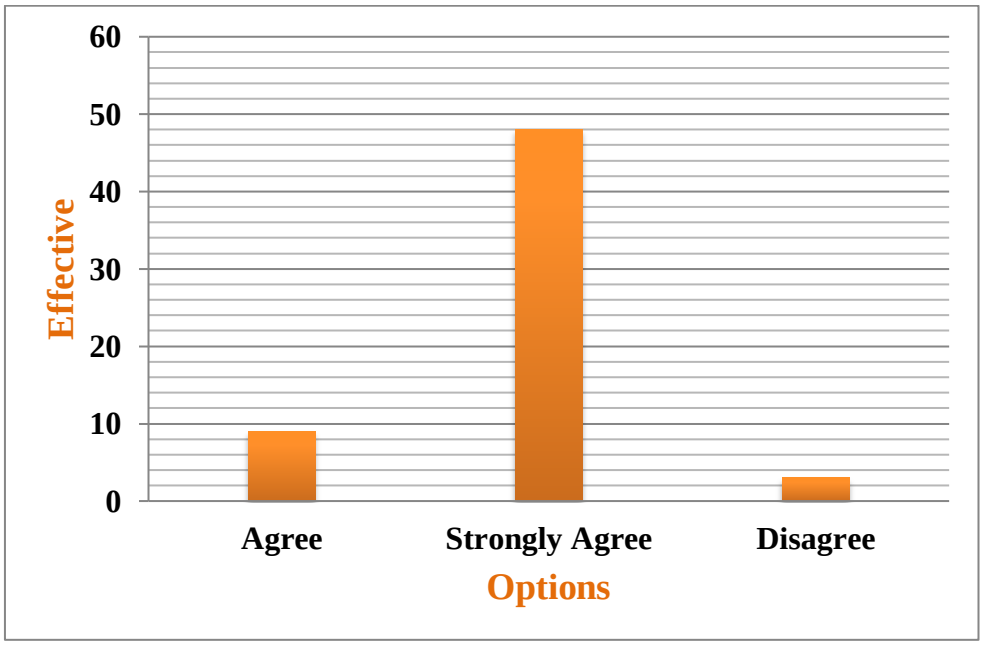


Figure 3.15. Learners' answer toward whether Taking notes allows them to pay attention to the teacher's body language and tone of voice when deciding what to write in my notes.

According to the results of the table and bar graph, findings reveal that the majority of learners 48, about 80% strongly agree that note-taking allow them to pay attention to the teacher's body language and tone of voice when deciding what to write in their notes.

While 3 of the participants 5% disagree on this idea. Furthermore, the percentage learners of who were agree about this strategy 15%.

C. **Third statement:** By taking notes, I can build connections between ideas and concepts.

Table 3.15. Frequencies and Percentage of Learners' answer toward whether they can build connections between ideas and concepts by taking notes.

Options	Effective	Percentage
Agree	36	60 %
Strongly Agree	12	20 %
Disagree	12	20 %
Total	60	100 %

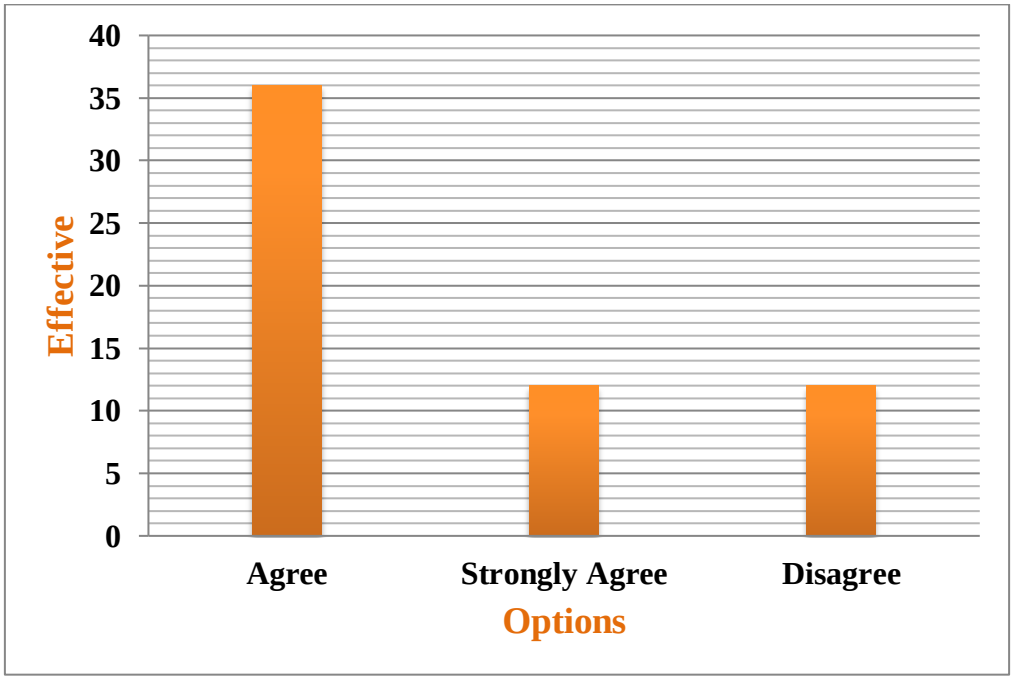


Figure 3.16. Learners' answer toward whether they can build connections between ideas and concepts by taking notes.

Most students 60% agree that they can build connections between ideas and concepts by note-taking. And 20% strongly agree .Then the rest 20% disagree with this saying.

D. Fourth statement: By taking notes, I can easily distinguish between important facts, numbers and names that will be difficult to remember without my note.

Table 3.16. Frequencies and Percentage of Learners' answer toward whether they can easily distinguish between important facts, numbers and names that will be difficult to remember without my note by taking notes.

Options	Effective	Percentage
Agree	6	10 %
Strongly Agree	51	85 %
Disagree	3	5 %
Total	60	100 %

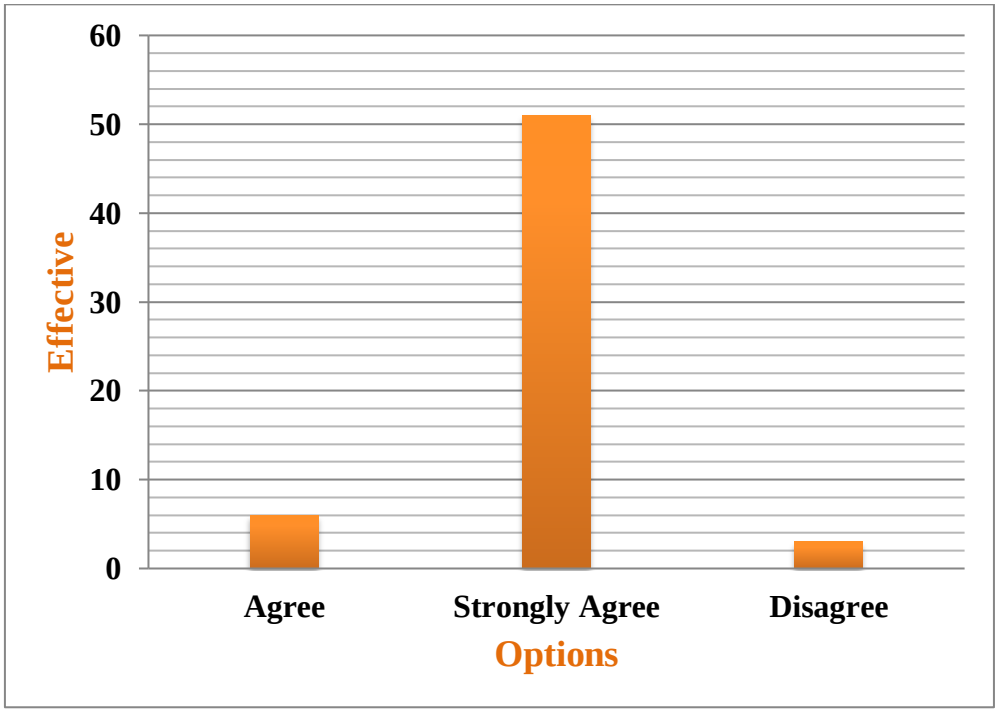


Figure 3.17. Learners' answer toward whether they can easily distinguish between important facts, numbers and names that will be difficult to remember without my note by taking notes.

The results indicate that most students 85% agree that they can easily distinguish between important facts, numbers and names that will be difficult to remember without their notes. Furthermore, 10% of them agree. Whereas, only 5% of students disagree of this saying.

E. Fifth statement: Taking-notes facilitate sharing important information with classmates.

Table 3.17. Frequencies and Percentage of Learners' answer toward whether Taking-notes facilitate sharing important information with classmates.

Options	Effective	Percentage
Agree	30	50 %
Strongly Agree	24	40 %
Disagree	6	10 %
Total	60	100 %

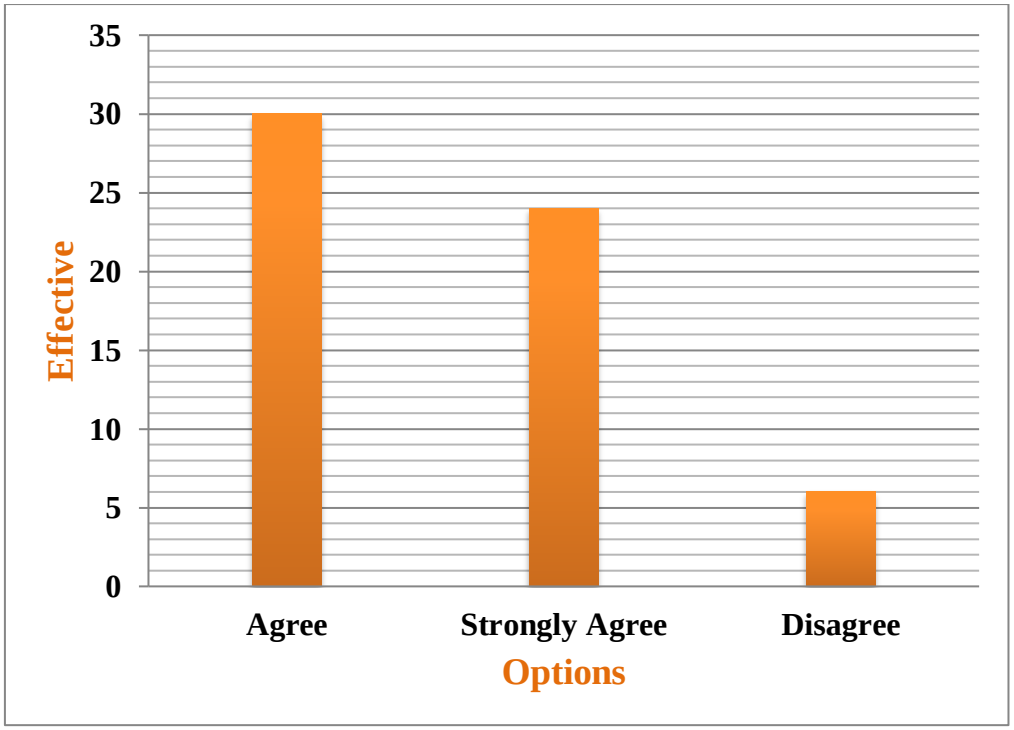


Figure 3.18. Learners' answer toward whether Taking-notes facilitate sharing important information with classmates.

According to the results of the table and bar graph, findings reveal that most of learners 30, about 50% agree that note taking facilitate sharing important information with classmates. Furthermore 24 of the participants 40% strongly agree on this idea. While, the percentage learners of who were disagree about this statement 10%.

F. Sixth statement: By taking notes, I can remember the lecture information.

Options	Effective	Percentage
Agree	6	10 %
Strongly Agree	54	90 %
Total	60	100 %

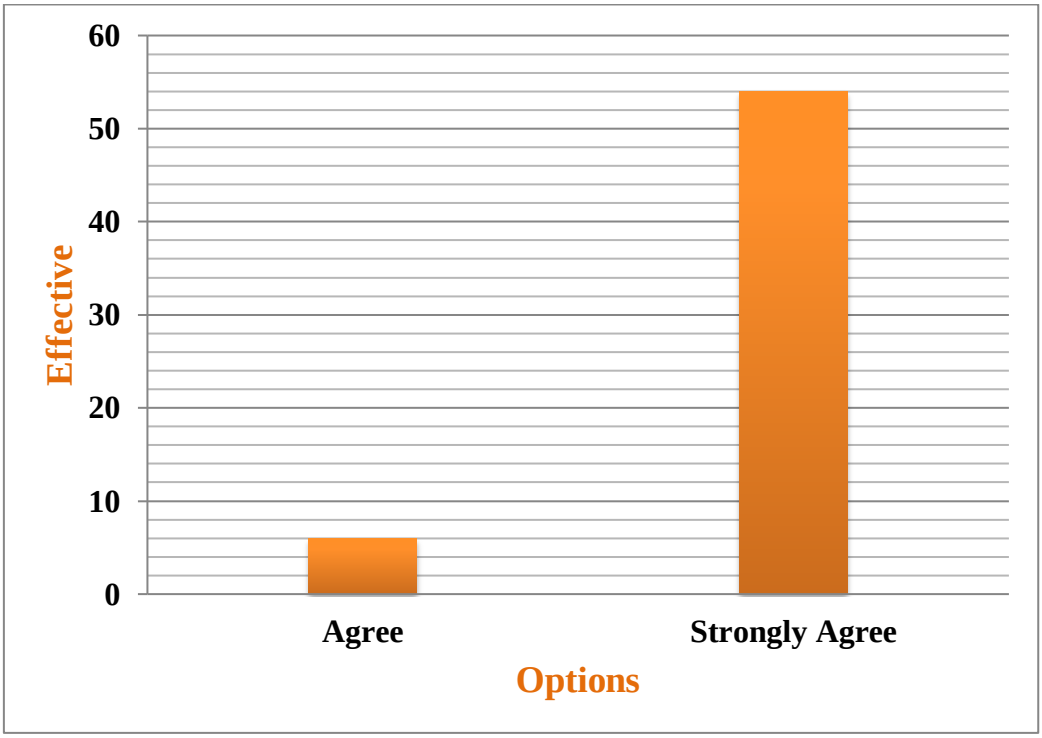


Figure 3.19. Learners' answer toward whether can remember the lecture information by taking notes.

As indicated in the bare graph, all of the learners responded positively towards this statement that indicate (By taking notes, I can remember the lecture information). According to the respondents' answers, 90% ticked strongly agree and the rest 10% ticked agree.

G. Seventh statement: When I take notes, I answer the test questions better than when I don't.

Table 3.18. Frequencies and Percentage of Learners' answer toward whether they can answer the questions better than when they don't take notes.

Options	Effective	Percentage
Agree	57	95 %
Strongly Agree	3	5 %
Total	60	100 %

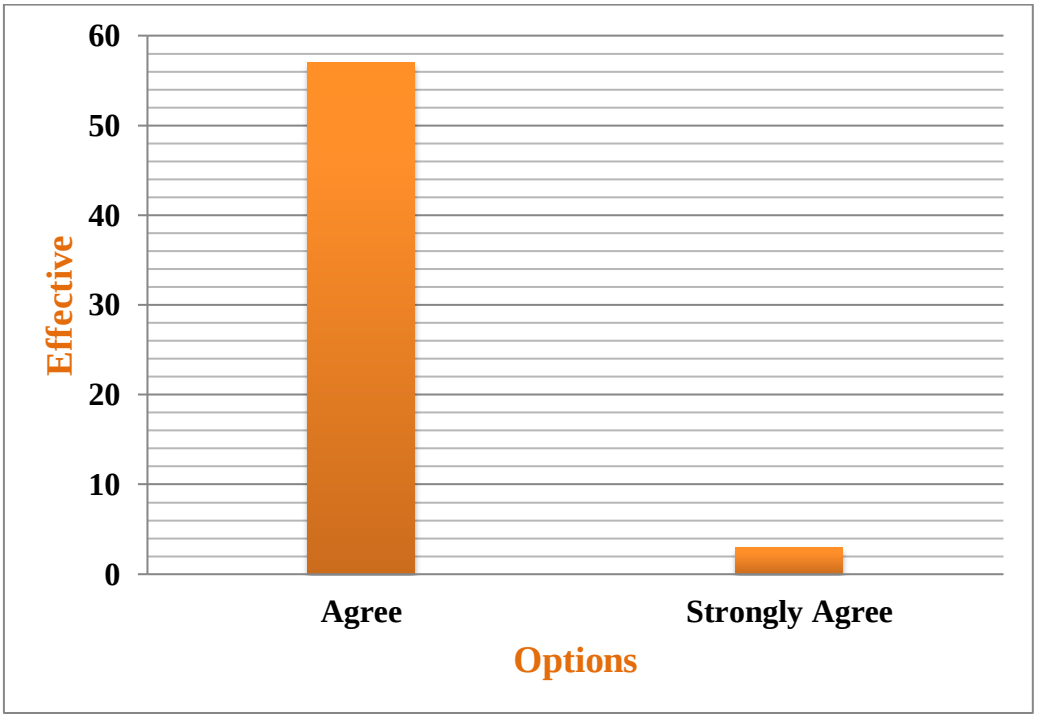


Figure 3.20. Learners' answer toward whether they can answer the questions better than when they don't take notes.

As indicated in the bare graph, all of the learners responded positively towards this statement that indicate (When I take notes, I answer the questions better than when I don't). According to the respondents' answers, 95% ticked strongly agree and the rest 5% ticked agree.

H. Eighth statement: I can remember the lectures information to answer the test questions without taking-notes.

Table 3.19. Frequencies and Percentage of Learners' answer toward whether they can remember the lectures information to answer the test questions without taking-notes.

Options	Effective	Percentage
Agree	3	5 %
Disagree	9	15 %
Strongly Disagree	48	80 %
Total	60	100 %

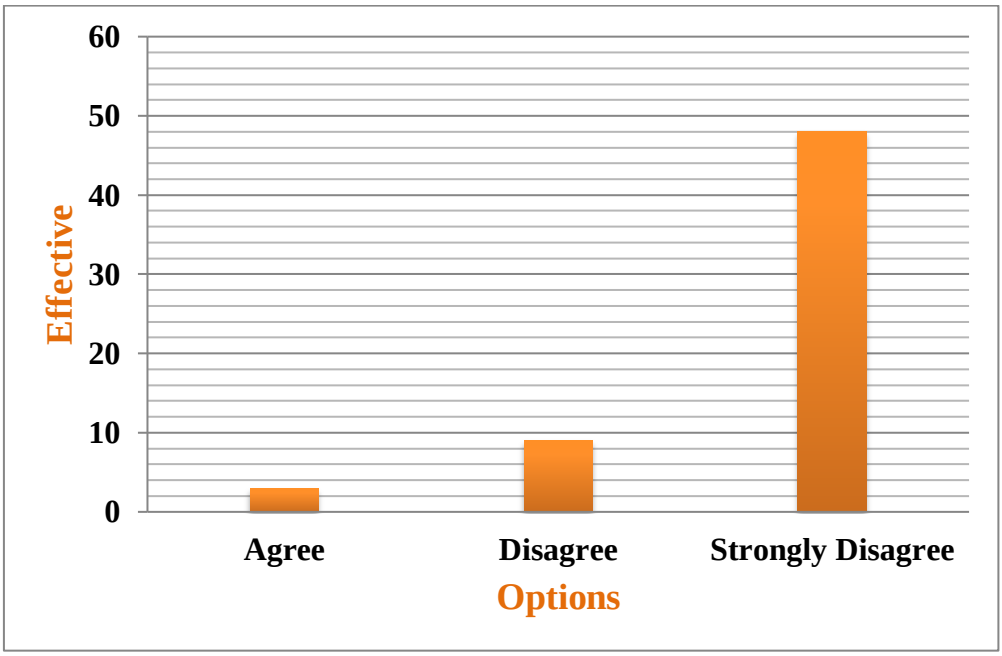


Figure 3.21. Learners' answer toward whether they can remember the lectures information to answer the test questions without taking-notes.

The collected answers confirmed that, 80% of the participants strongly disagree that they can remember the lecture information without taking notes. Moreover, the number of participants who disagree was 15%. However only 5% of them agree with this statement.

I. **Ninth statement:** Taking notes distract me from paying close attention to the information in the lectures.

Table 3.20. Frequencies and Percentage of Learners' answer toward whether Taking notes distract them from paying close attention to the information in the lectures.

Options	Effective	Percentage
Disagree	6	10 %
Strongly Disagree	54	90 %
Total	60	100 %

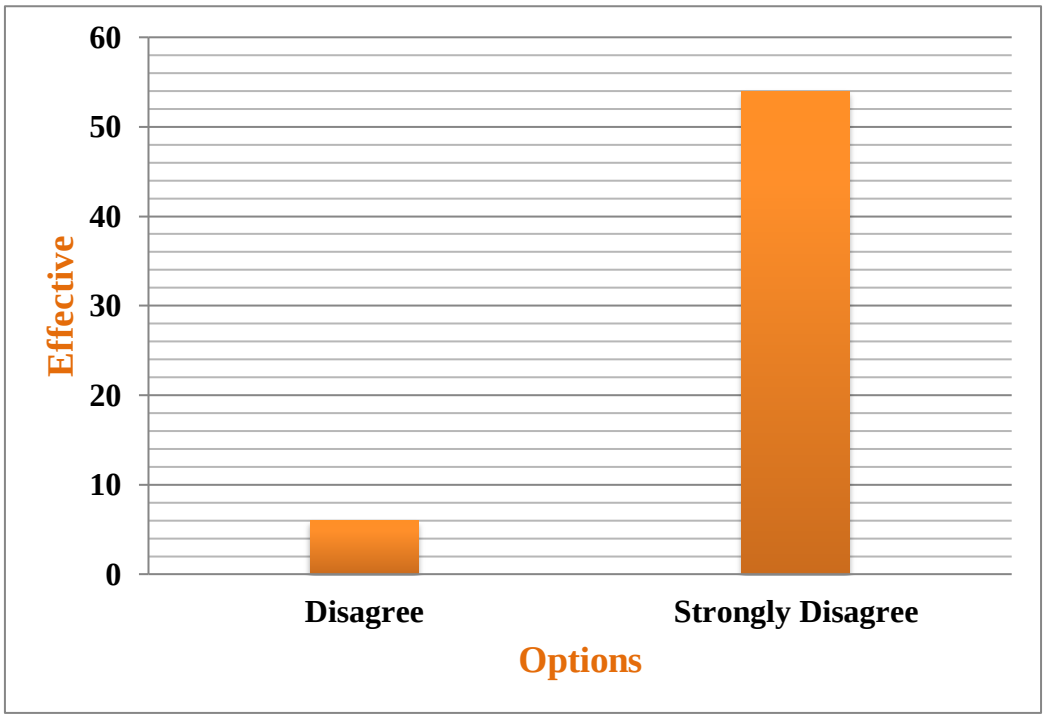


Figure 3.22. Learners' answer toward whether Taking notes distract them from paying close attention to the information in the lectures.

As indicated in the bare graph, all of the learners responded negatively towards this statement that indicate (Note-taking distract me from paying close attention to the information in the lecture). According to the respondents' answers, 9O% ticked strongly disagrees and the rest 10% ticked disagree.

J. Tenth statement: When I take notes, I can get better marks.

Table 3.21. Frequencies and Percentage of Learners' answer toward whether they can get better marks when they take notes.

Options	Effective	Percentage

Agree	48	80 %
Strongly Agree	9	15 %
Disagree	3	5 %
Total	60	100 %

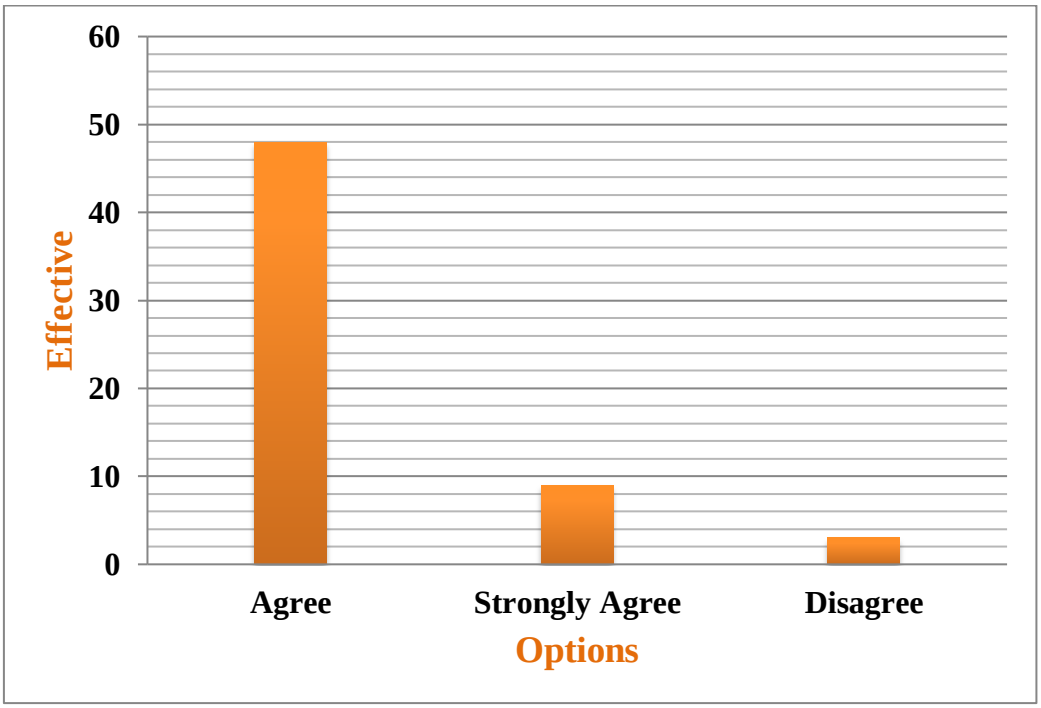


Figure 3.23. Learners' answer toward whether they can get better marks when they take notes.

The collected answers indicate that most of students 80% agree that when they take notes, they can get better marks. About 15% of learners strongly agree. While only 5% of them disagree with this statement.

3.3. The Cornell method experiment:

3.3.1. Introduction

This experiment aims to give the students a chance to experience one of the techniques of note-taking strategy. The experiment was adopted to know whether there is a clear link between Cornell note-taking method and listening comprehension ability.

3.3.2. Aim of the experiment:

The main purpose of the study is to measure the effect of Cornell method on improving listening comprehension skill by answering one of the sub questions of the study,

- **Does instruction on note taking strategies improve LC skill in academic situation?**

3.3.3. Administration of the experiment:

The experiment was administrated to thirty students of first year LMD. They were randomly divided into two groups, note takers on basis of their own method and note takers on basis of Cornell method. The administrated experiment attempt to prove whether the Cornell method can achieve positive effects on student listening comprehension skill.

3.3.4. The experiment's result:

First example of students taking notes on basics of Cornell method (**3.1. Image**), and on basics of their own method (**3.2. Image**).

Second example of students taking notes on basics of Cornell method (**3.3. Image**), and on basics of their own method (**3.4. Image**).

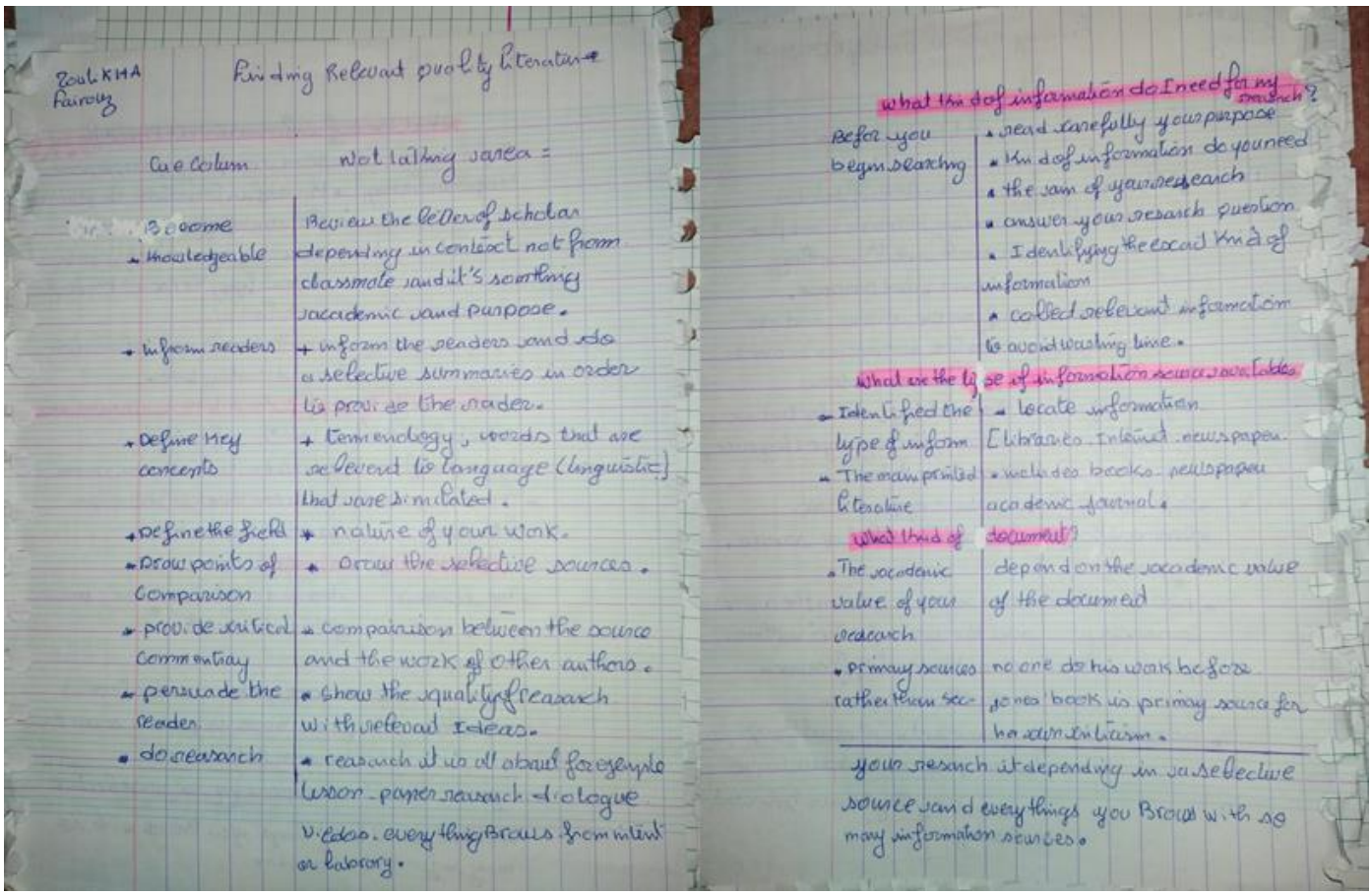


Figure 3.25. First example 'Taking notes on basics of Cornell method'.

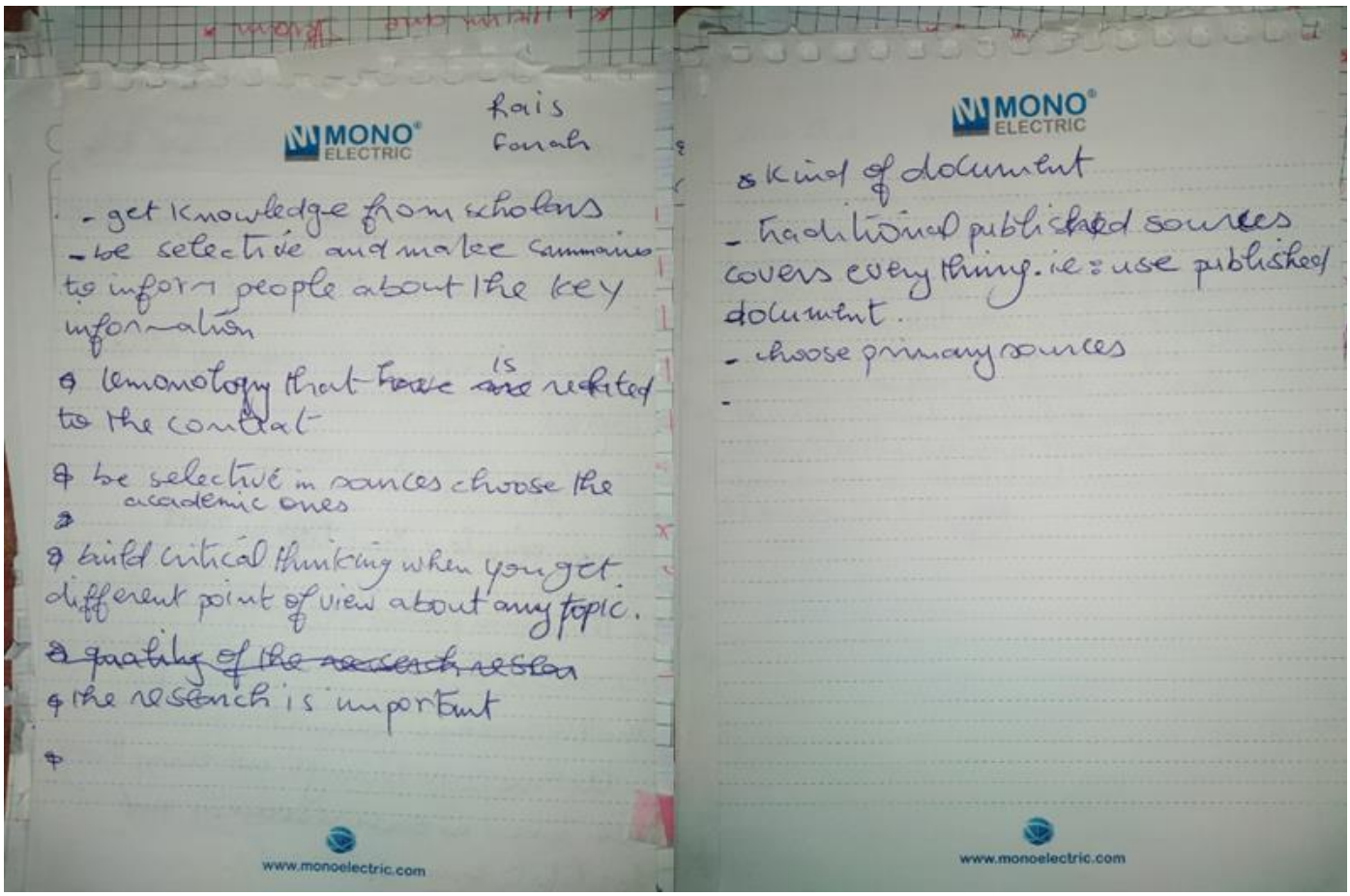


Figure 3.24. First example 'Taking note on basics of their own method'.

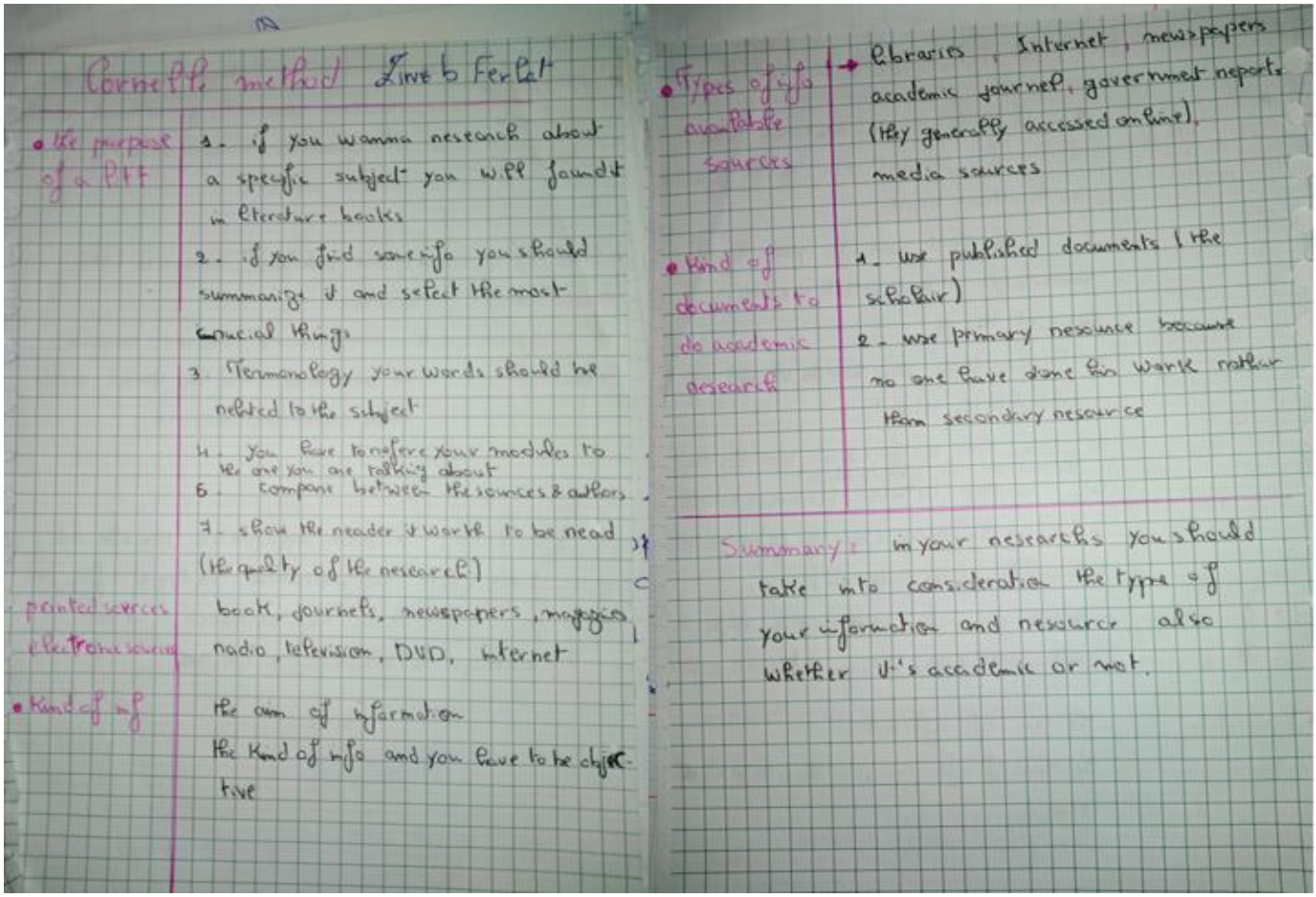


Figure 3.27. Second example 'Taking notes on basics of Cornell method'.

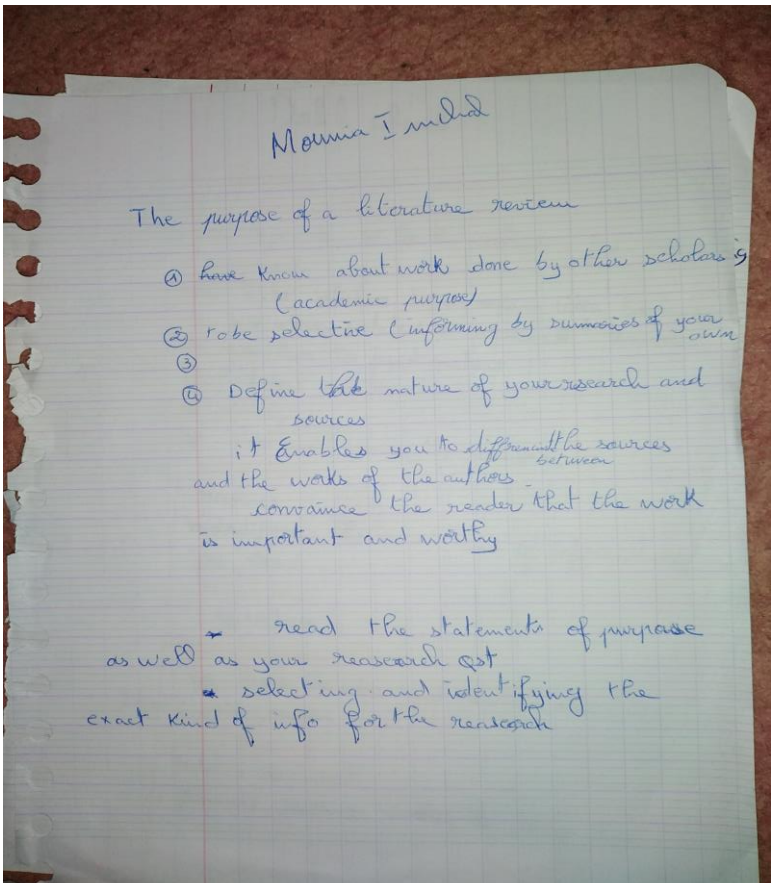


Figure 3.26. Second example 'Taking note on basics of their own method'.

The findings of this study were that student who took notes according to their own method showed lower level of language achievement than those who took notes adopting the Cornell method.

It gave the students an effective organization of thought and gave a better review in recollecting all the information that they have heard .

3.4. Teachers' interview:

3.4.1. Aim of the interview:

It is necessary to consider the teachers' opinions and attitudes towards the importance of note-taking in enhancing the students' listening comprehension skill. Besides, aims at investigating whether EFL teachers are aware of some strategies that help them to activate their students to master the note-taking techniques such as the sentence, cluster and Cornell method. Additionally, the questionnaire aims to know also the teachers' attitudes toward applying the Cornell note-taking method for its more comprehensive and widely used format in lectures.

3.4.2. Administration of the interview:

This questionnaire is designed to be administrated to the teachers of English language of Yahia Fares University. I choose thirteen teachers to answer on the questionnaire and only eleven were interested in it. The purpose behind teachers' questionnaire is to determine the place of note-taking in developing the listening comprehension skill and the degree of importance it is given by them through how teachers encourage and apply the most effective techniques in the teaching program to attain students' proficiency.

3.4.3. Teachers' answer of the interview:

3.4.3.1. Section One: Background information

- **Question one:** Gender

Table 3.22. Teachers' Gender.

Gender	Effective	Percentage
Female	7	58 %
Male	5	42 %
Total	12	100 %

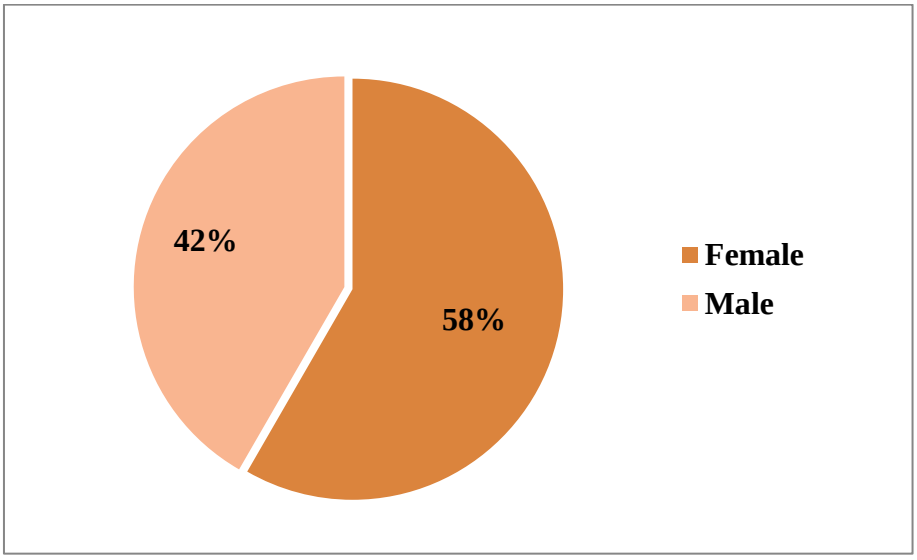


Figure 3.28. Teachers' gender.

From the table we illustrate that 58% of teachers are female. However male represent only 42%. This means those females are also interested in teaching foreign languages not only the technical branches.

- **Question two:** How long have you been working as a teacher?

Table 3.23. Teachers' experience.

Options	Effective	Percentage
1 – 5 Years	9	75 %
11 – 15 Years	3	25 %
Total	12	100 %

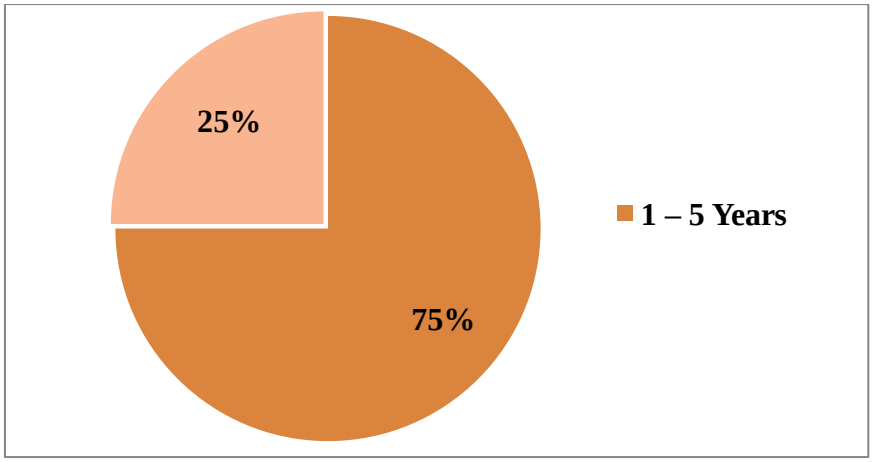


Figure 3.29. Teachers' experience.

The aim from this question is to determine the teachers' experience in teaching at the university level. 75% of them have been working as a teacher of English language from one year to five years and 25% of them were from 11 to 15 years.

3.4.3.2. Section Two: Teachers attitude toward the effectiveness of note-taking on listening comprehension.

- **Question one:** Do you give importance to note-taking?

Table 3.24. Teachers' answers toward the importance of note-taking.

Options	Effective	Percentage
Yes	12	100 %
Total	12	100 %

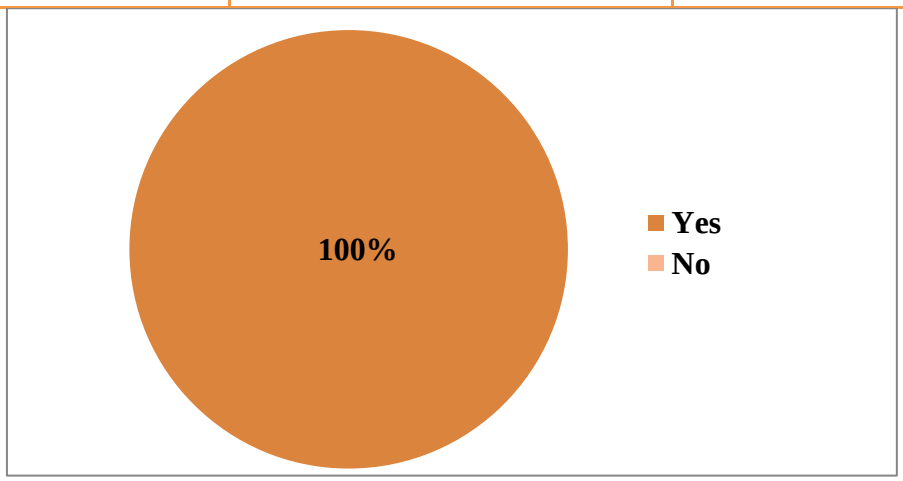


Figure 3.30. Teachers' answers toward the importance of note-taking.

Clearly that all teachers 100% agree that note-taking is an important strategy for EFL learners that they have to develop to improve their listening comprehension skill.

- **Question two:** If you give importance to note-taking, please, explain why?

Teachers state that note-taking is an important strategy for EFL learners for many reasons:

- Because the teacher cannot provide the students with all the details. Thus, they should be independent learners and rely on themselves by taking notes.
- Sometimes, teacher doesn't write the information in the handout in details .This means he or she needs to explain more to make the students receive and perceive the lesson very well.
- They help memories information and short term memory.
- It guides students in their exams and tests revision. It helps them knowing distinguishing the important and not important material giving by the teachers.

- **Question three:** Have you ever use note-taking strategy in your session?

Table 3.25. Frequency and percentage of providing students with note-taking strategies.

Options	Effective	Percentage
Yes	10	83 %
No	2	17 %
Total	12	100 %

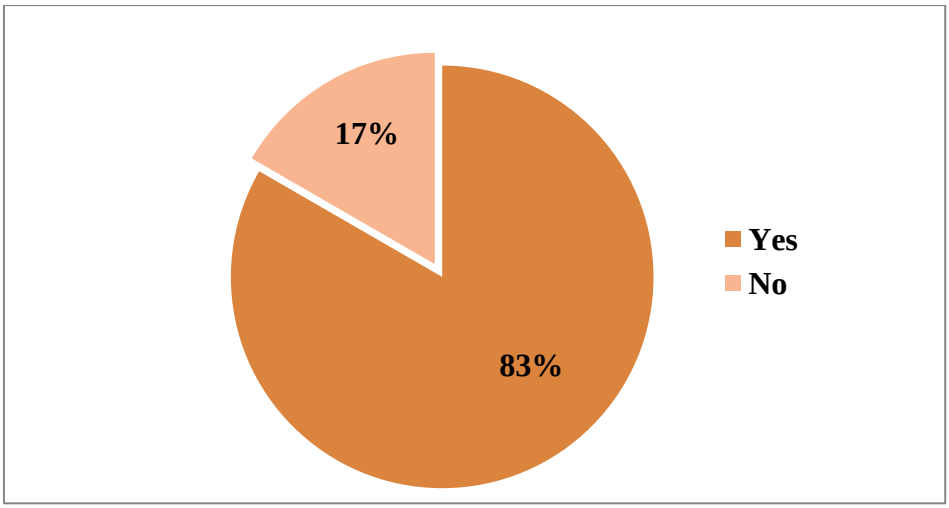


Figure 3.31. Frequency of providing students with note-taking strategies.

The majority 83% of the interviewees agreed that Yes, they have used note-taking strategy in their lectures. While only 17% say No.

- **Question four:** According to you, does note-taking improve the students' listening comprehension skill?

Table 3.26. Reading improves students' listening comprehension skill.

Options	Effective	Percentage
Yes	11	92 %
No	1	8 %
Total	12	100 %

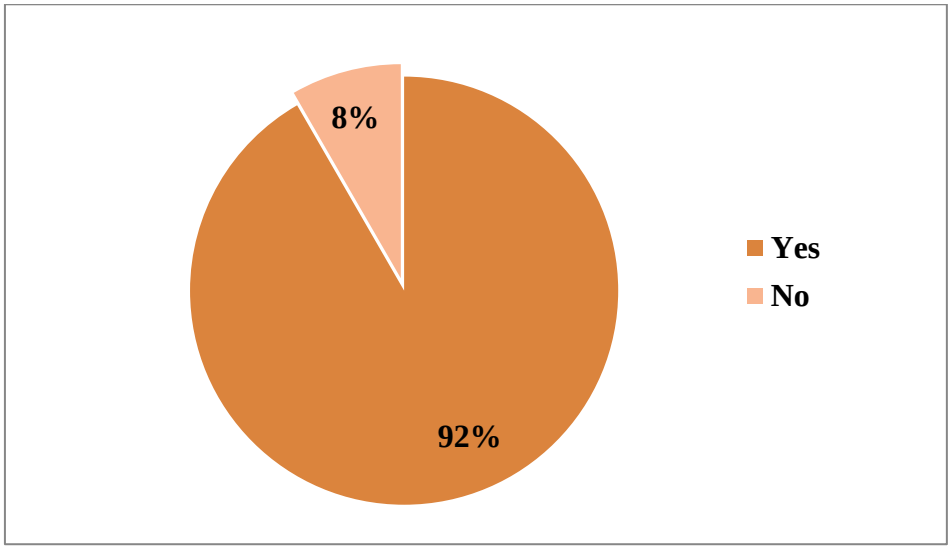


Figure 3.32. Reading improves students' listening comprehension skill.

The table indicates that all the majority of teachers 92% argue that reading enhance the improvement of the writing skill.

- **Question five:** If you agree that note-taking improve the students' listening comprehension, please, explain how?

Their explanation were as follow:

- It clearly makes them more attentive and focused.
- Because they have to focus and listen .listen so many times to get exactly what the teacher wants to deliver.

- It helps them concentrate à lot more often so they get acquainted with New words.
- It solidifies the new knowledge such as new vocabulary.

- **Question six:** What obstacles the students may struggle when taking notes during the lecture?

Their answers ware as follow:

- If teachers talk fast, students will face problems following the explanation.
- When the lecture is long and complicated. They feel passive and just listing without taking notes.
- Quick Flow of huge volume of information.
- The teacher is too fast, too many information being dumped at them, unimportant information being thrown around, not knowing what to note and what to leave out
- Forgetting some information, or having difficulties in understanding some points.
- Noisy classroom. The teacher's low voice. Phone destruction.

- **Question seven:** How do you evaluate your students' performance after taking notes in your lecture?

All the interviewees responded that they absolutely have noticed that it is improved since they learn how to listen, how to differentiate between important and not important information. They'll also learn how to reformulate information in their own style. Another teacher said that it is somehow good ,he or she is working on developing this skill (for instance, tell them take note or ask questions ,quiz and tasks to test them whether they're taking notes.

- **Question eight:** Do you find it necessary for the students to master the techniques of note-taking such as: Cornell, Sentence, Charting method, etc.

Table 3.27. Teacher's attitudes toward the techniques of note –taking.

Options	Effective	Percentage
Yes	11	92 %
No	1	8 %
Total	12	100 %

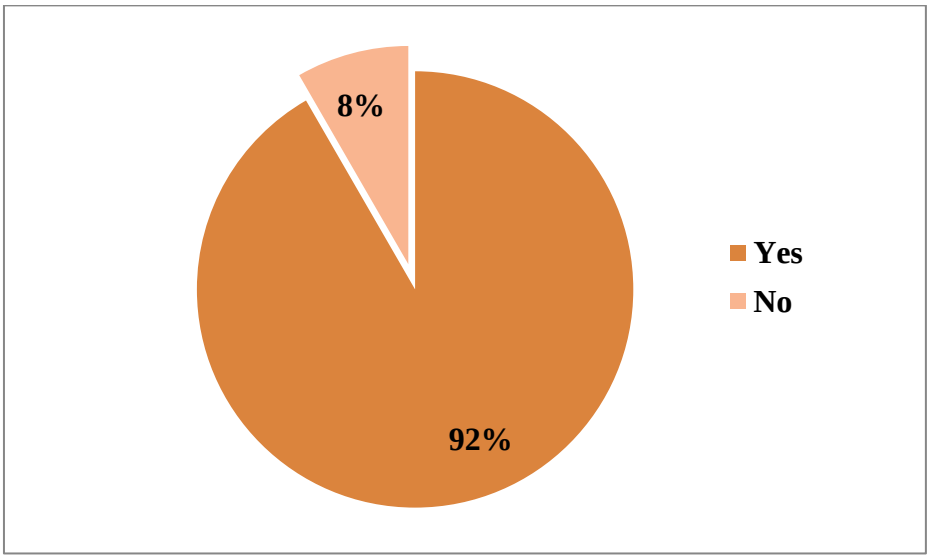


Figure 3.33. Teacher's attitudes toward the techniques of note –taking.

The majority of the teachers agreed that yes it is necessary for the student to master one of the techniques of note-taking.

- **Question nine:** The Cornell method is the most commonly used technique that guaranties the effectiveness of notes taking. In your opinion how can this strategy help students to take notes effectively during the lecture?

Their justifications were that it helps organize notes into summaries.

- **Question ten:** Have you noticed any improvement in student's performance when using note-taking?

Table 3.28. Teachers' attitudes towards the improvement o students' performance.

Options	Effective	Percentage
Yes	11	92 %
No	1	8 %
Total	12	100 %

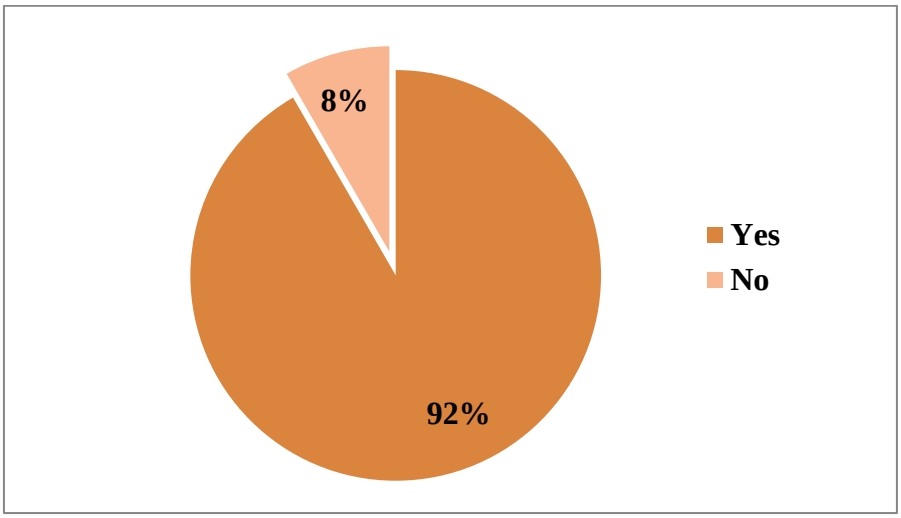


Figure 3.34. Teachers' attitudes towards the improvement o students' performance.

The majority of the teachers responded that they absolutely have noticed an improvement in students' performance when using note-taking.

- **Question eleven:** How often do you use note-taking strategy in your module?

Table 3.29. The frequency of teachers' use of note-taking.

Options	Effective	Percentage
Sometimes	6	50 %
Every Sessions	3	25 %
Rarely	3	25 %
Total	12	100 %

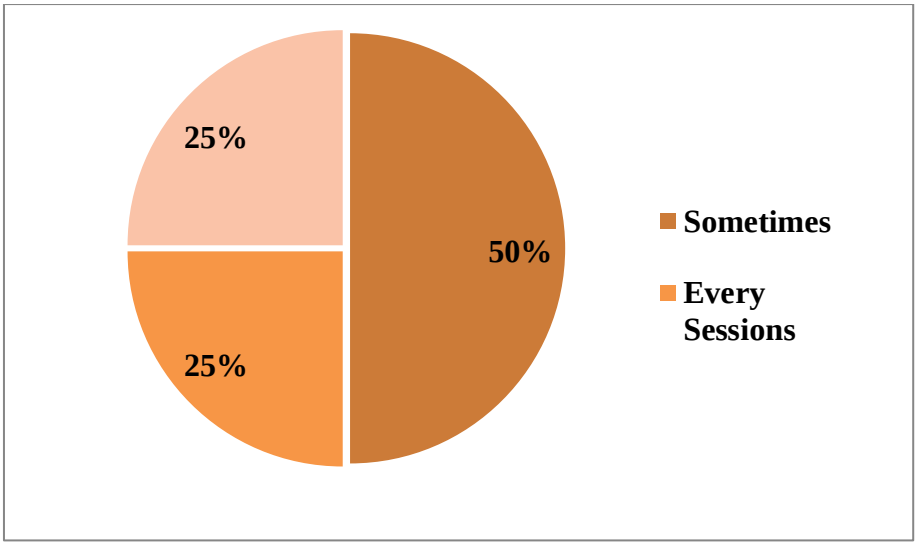


Figure 3.35. The frequency of teachers' use of note-taking.

The table above indicates that 50 of teachers use note-taking strategy in their module 25% said sometimes and the rest choose rarely suggestion.

- **Question twelve:** Why do you prefer to make your students use note-taking during your lecture? (You can tick more than one answer).

Table 3.30. Frequencies and Percentage of teachers' answer toward why do they prefer to make their students use note-taking during their lecture.

Options	Effective	Percentage
To concentrate and focus well with you.	12	100 %
To improve the student listening comprehension skill.	9	75 %
To have enough knowledge about the lecture information to answer your test.	7	58 %
Total	12	100 %

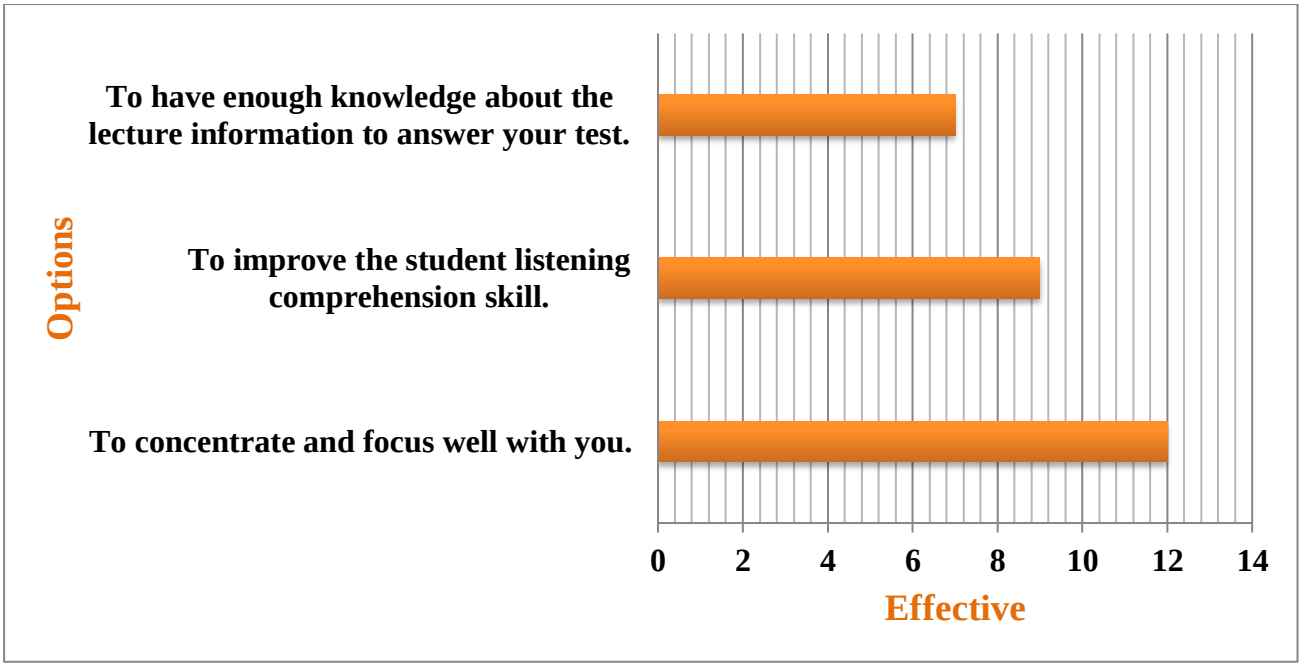


Figure 3.36. Teachers' answer for why do they prefer to make their students use note-taking during their lecture.

This question aims to show what is the most important reason behind making their students to use note-taking strategy during the lecture. All teachers (100%) choose the first suggestion "To concentrate and focus well with you". Furthermore 9 teachers (75%) selected the second suggestion "To improve the student listening comprehension skill". Concerning the last suggestion, 7 of them (58%) choose "To have enough knowledge about the lecture information to answer your test".

3.4. Discussion of the results:

3.4.1. The analysis of students' questionnaire:

3.4.1.1. Discussion of the results of the main questions:

- **What is the importance of note taking?**
- **What are the problems that face the listeners (students during their lecture) and hurdle their progress in terms of taking notes?**

Responses on these items indicates that despite the fact that the student are aware of the importance and benefits of note-taking as a studying tool for enhancing their listening comprehension skill and their academic achievement. But, the finding of items confirmed that the majority of students have not received training at note-taking. The

percentage of this item was 90%. Furthermore, result reported that student face difficulties when taking notes including inability to decide what to include in their notes.

3.4.1.2. Discussion of the results of the first sub question:

- **Is comprehension of lectures improved if note-taking is allowed?**

The result of this section indicated the student attitudes toward the effect on note-taking on their listening comprehension and academic achievements. First, all the student confirm using note-taking in their class to accomplish a variety of goals such as facilitating the comprehension of their listening skill, doing homework and reviewing for the test. Second, the result showed that the majority of the students agree that their comprehension of lectures improved when note-taking is allowed.

3.5. The analysis of Cornell method experiment:

3.5.1. Discussion of the result of the second sub question:

- **Can an instruction on note taking strategies improve LC skill in academic situation?**

The result of this experiment indicated that there is a clear link between Cornel note-taking method and listening comprehension ability. The finding of this experiment was that student who took notes according to their own method showed a lower level of language achievement than those who took notes adopting method .From this result; I can conclude that instruction on note-taking strategies can achieve positive effect on listening comprehension development .Cornell note-taking is not only a fast method of writing notes, but is able to absorb the information that is given at a faster rate. Therefore, it is possible that once students master this technique they can take notes easily so that their listening comprehension will be improved.

3.6. Analysis of the teachers' interview:

3.6.1. Discussion of the result of the second main question and the last sub question:

- **What are the problems that face the listeners (students during their lecture) and hurdle their progress in terms of taking notes?**

Responses on these items indicate the teachers' attitudes toward the effect of note-taking in enhancing the student comprehension listening skill. First, the finding reported the obstacles the

student may face when taking notes during the lecture are, the speech rate, noisy classroom; the teacher's low voice and much information being thrown around, not knowing what to note and what to leave out .Another result showed that they don't use any particular technique of note taking in their session. But, the finding confirmed that they are aware of the importance of note-taking and the mentioned because the teacher cannot provide the student with all the details. Thus, they should be independent learners and rely on themselves by taking notes. They mentioned also that it guides student in their exams and tests revision. Additionally; the teachers mention how it is beneficial this strategy for the students because it clearly makes them more attentive and focused. Furthermore, they find it necessary for the student to master any technique of note-taking such as: mind map method, Cornell method…etc. At the end, the result reported that they agree on the idea of applying Cornell method for its more comprehensive and widely used format in lectures.

3.7. Conclusion:

From the analysis of the student questionnaire and the Cornell method experiment. I have found these following conclusions:

- Students are aware of the positive effect of note taking strategy on their listening comprehension skill and their academic achievement.
- Student have not received training at note taking techniques which makes them facing difficulties including inability to decide what to include in their notes.
- Students are taking notes in class by their own method in order to achieve different goals such as doing homework and reviewing for the test, etc.
- Instruction on note taking techniques such as the Cornell one .It can improve their LC skill in academic situations.

Concerning the teachers' questionnaire. I have found that they don't use any particular technique in their session. But, they are aware of the importance of note taking and they agree that it is necessary for the student to master any technique of note taking.

3.8. Recommendations and Suggestions Based on the study limitations:

1. **For students:**
    - Students need to explore different strategies and techniques to improve their level.

- Students should have a good note-taking through practicing different types of its techniques; this may play a great role to improve their comprehension of listening skill and their academic achievements.

2. **For teachers:**
   - Teachers are advised to use some techniques and strategies to facilitate the task of learning; also they must be aware of the importance of those strategies and their impact on students' achievement.
   - Teachers are advised to facilitate their student note taking such as inserting brief pauses during lectures, sharing their lecture notes with student.
   - Teachers should work as motivators for their learners by giving theme appropriate instructions and encourage them to practice.

GENERAL CONCLUSION

Conclusion:

This research was conducted during the academic year 2020-2021 taking into consideration the crucial function that listening comprehension plays in promoting students' language learning. This research tackles one of the most important teaching strategies that EFL teachers can use in classroom. This research work is divided into three chapters. The first chapter is entitled Literature Review. It covers some understandable definitions of note-taking. Also, the obstacles may the students face while taking notes in their lectures. Moreover, it shed light on the value and influence of note-taking on student academic achievements. Furthermore, it included the Cornell note-taking method. Finally, the researcher also conducted an attentive survey on previous studies that are related to the field of the influence of note-taking strategy on students listening comprehension. The second chapter is entitled Case Study. It gives a detailed description to the methodology applied involving research design (both qualitative and quantitative methods). Moreover, an explanation of various instruments used for data collection. It also includes the study population and the method of sampling applied in the process of selecting the sample. Chapter three represents the study finding which includes the result of the student questionnaire, the Cornell method experiment and the teachers'interview . These results support the role of mastering note taking techniques on enhancing EFL learners' listening comprehension skill. The exposure to use note-taking techniques as tools for understanding the lectures is the crucial aim of the present study for enhancing learner's skill ability. For that, first year EFL students of Yahia Fares University of Medea were taken as study population from which the sample is selected for this research to carry out the investigation. So, the study aims to prove that the use of note taking strategy affects the improvement of EFL learners' listening comprehension proficiency. Hence, the study hypothesizes:

If EFL learners take notes extensively, appropriately and following certain strategies, their academic achievements will be increased.

The result has shown that instruction of note-taking techniques can benefits students to improve their listening comprehension skill. Thus, the researcher suggests that teaching the useful techniques of note-taking (such as the one tested in the present study) can facilitate the comprehension of lectures and improve the students' academic

achievements. The experiment proved that Cornell note-taking is not only a fast method of writing notes, but is able to absorb the information that is given at a faster rate. Therefore, it is possible that once students master this technique they can take notes easily so that their listening comprehension will be improved .This is of great importance since most of the students are expected to take notes while listening to lectures in classroom for future conference.

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APPENDICES

Appendix A: Students' Questionnaire:

Dear Students,

Thank you for your interest and help. The following questionnaire is a part of my dissertation. It aims at gathering pieces of information about:

The effectiveness of note-taking in enhancing listening comprehension skill at Yahia Fares University.

I kindly invite you to answer the following questions. I am grateful to your collaboration.

Section One – Students Personal Information:

1. Gender: Male ☐ Female ☐
2. Age: [17-25]

Section Two – Students Background about Note-Taking:

1. Do you consider note-taking as an effective strategy to enhance your listening comprehension skill? Yes ☐ No ☐
2. How do you evaluate your listening skill?
   Strong ☐ Moderate ☐ Weak ☐
3. Have you trained some techniques of Note-Taking in the classroom?
   Yes ☐ No ☐
4. Do the following listening comprehension issues constitute an obstacle to your learning?
   Speecharte ☐
   Limited knowledge of the subject in question ☐
   Limited knowledge of the vocabulary and grammar ☐
5. How often do you take note in class?
   Always ☐ Sometimes ☐ Never ☐
6. Are there any particular strategies that you use to take notes?
   Taking notes in your own method ☐
   Taking notes adopting Cornell, Sentence, Charting, Outlinig, Mapping method ☐

7. Please select the appropriate answer?

N°	Statements	Responses			
		Agree	**Strongly Agree**	**Disagree**	**Strongly Disagree**
01	**Taking notes is an easy strategy for me.**				
02	**I have enough knowledge about note-taking strategies.**				
03	**It is hard for me to decide what to include in my notes.**				
04	**I have been trained on note-taking methods.**				
05	**I make comparison between my notes and my classmates' notes for correctness and comprehension.**				

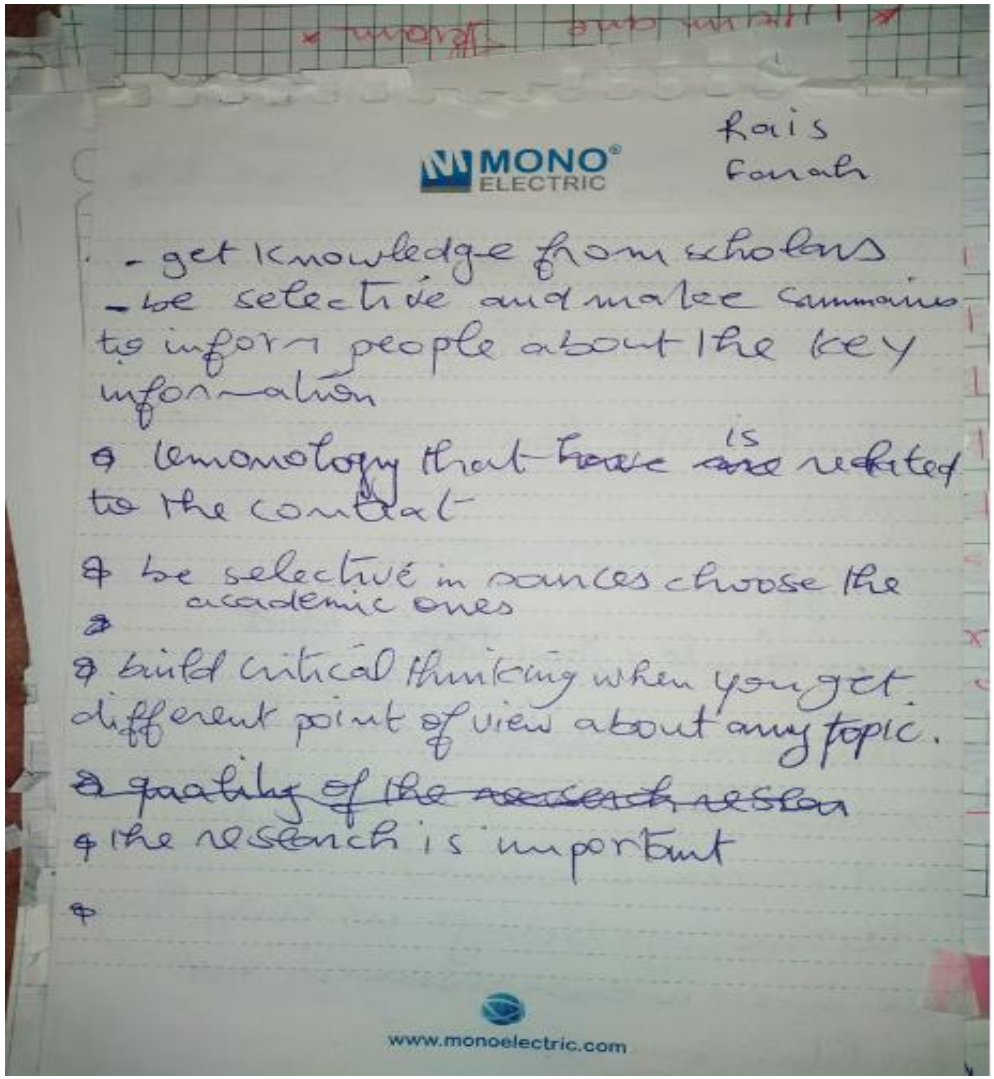
Section Three – Students Attitude towards the Effectiveness of Note-Taking on Listening Comprehension:

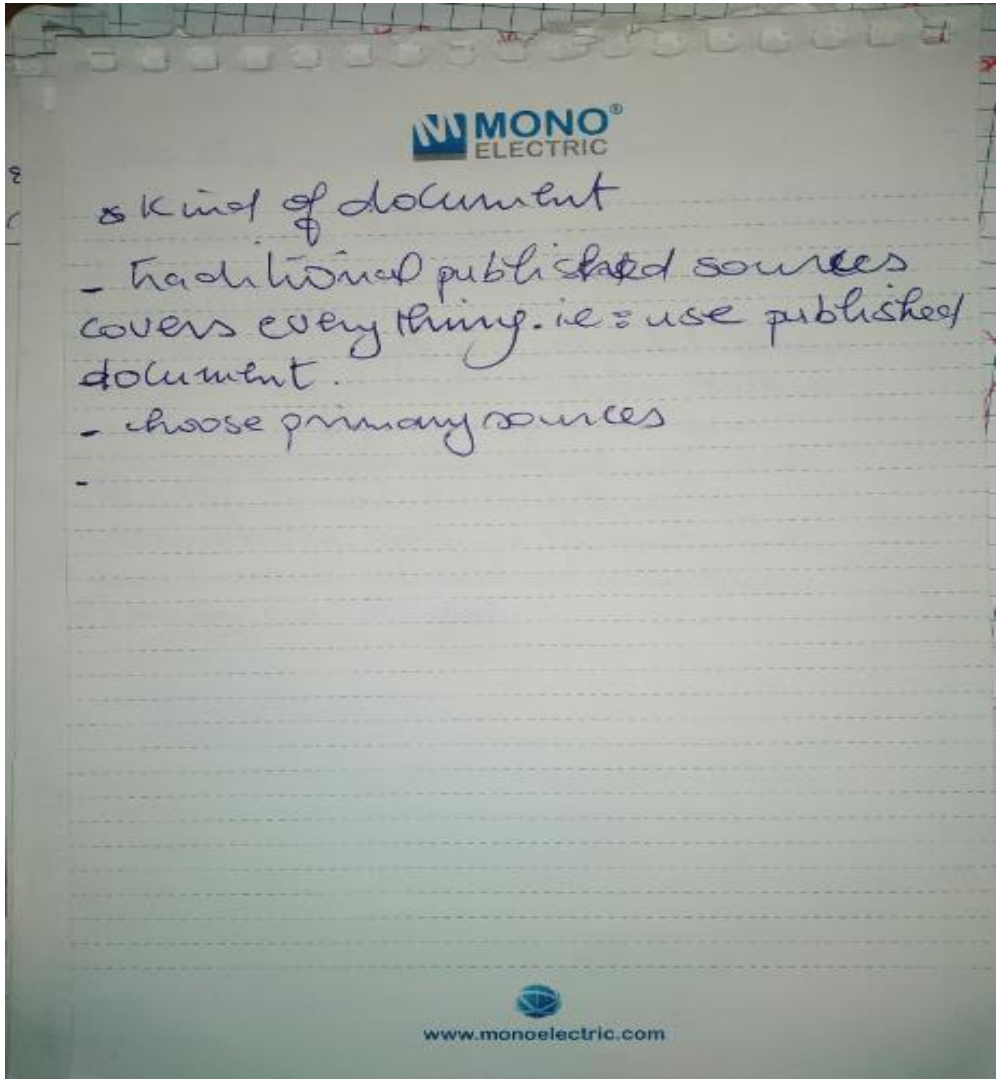
1. Please select the appropriate answer?

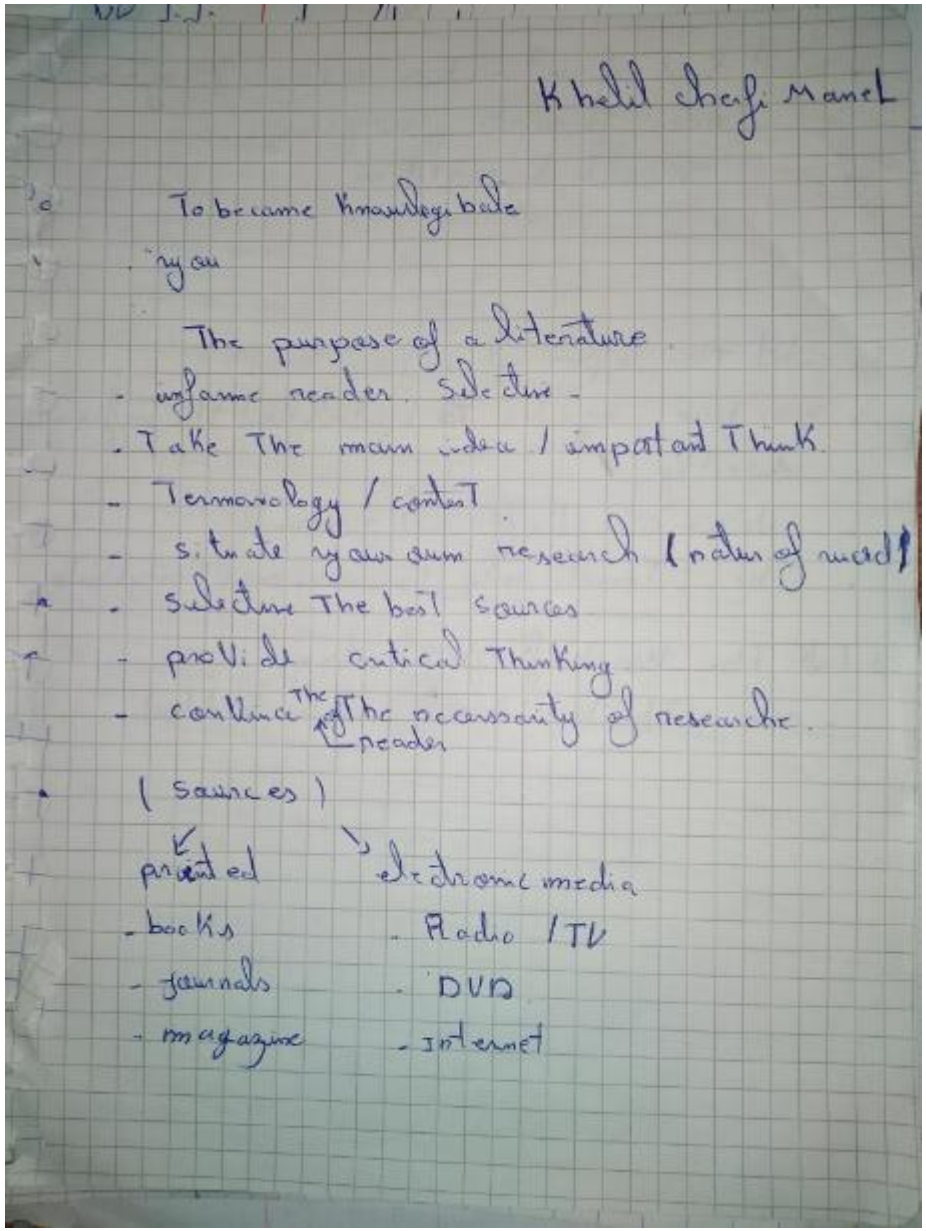
N°	Statements	Responses			
		Agree	Strongly Agree	Disagree	Strongly Disagree
01	Taking notes helps me to become an attentive listener during the lectures.				
02	Taking notes, allows me to pay attention to the teacher's body language and tone of voice when deciding what to write in my notes.				
03	By taking notes, I can build connections between ideas and concepts.				
04	By taking notes, I can easily distinguish between important facts, numbers and names that will be difficult to remember without my note.				
05	Taking notes facilitate sharing important information with classmates.				
06	By taking notes, I can remember the lecture information.				
07	When I take notes, I answer the questions better than when I don't.				
08	I can remember the lectures information to answer the test questions without taking-notes.				
09	Taking notes distract me from paying close attention to the information in the lectures.				
10	When I take notes, I can get better marks.				

Appendix B: Cornell Method Experiment:

- **Students Taking notes using their own method:**







Khalil Chafi Manel

To became knowledgeable

- you

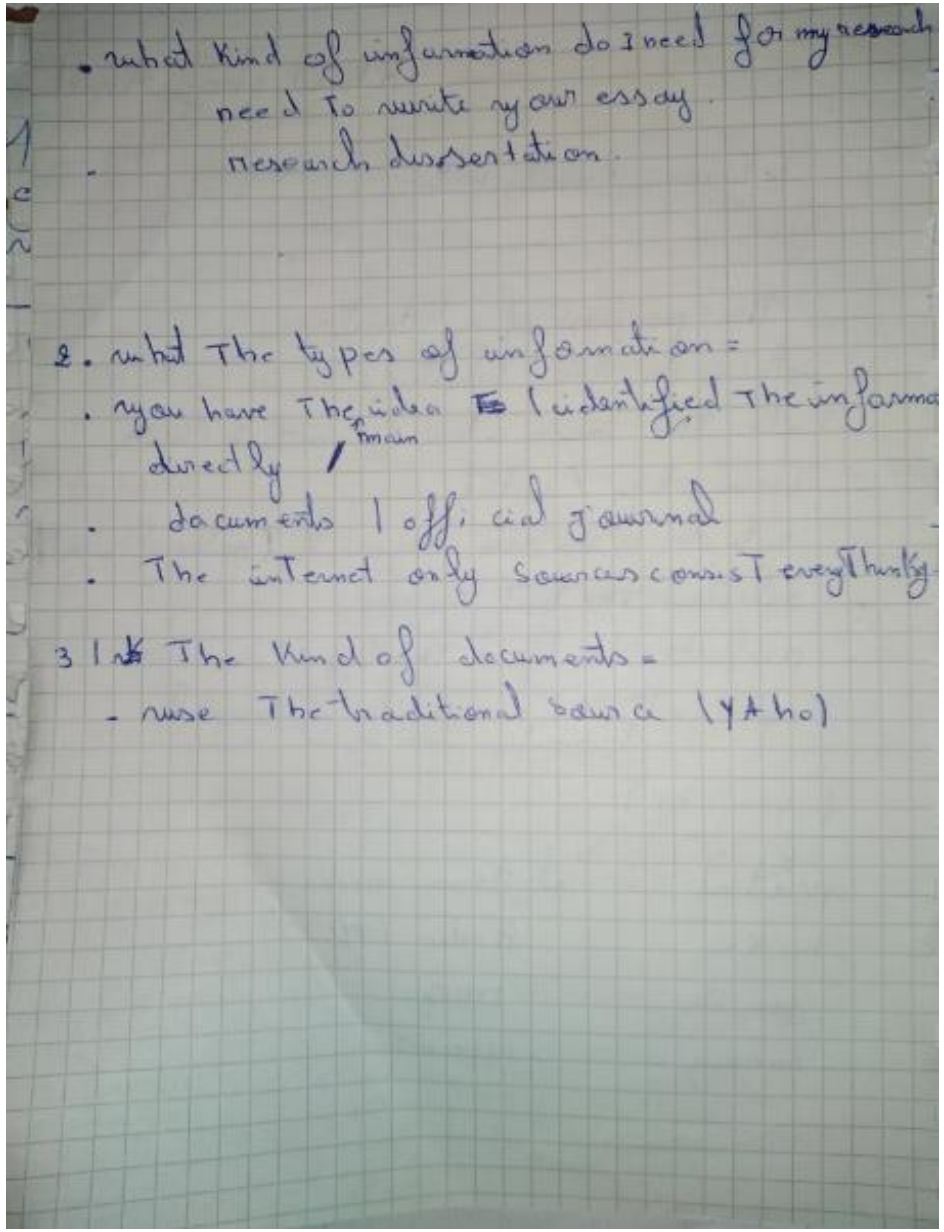
The purpose of a literature

- inform reader. Select the -
- Take the main idea / important Think
- Terminology / content
- state your own research (rate of need)
- Select the best sources
- provide critical Thinking
- confirm the (the) necessity of research.
  - reader

- (sources)

printed
- books
- journals
- magazine

electronic media
- Radio / TV
- DVD
- internet

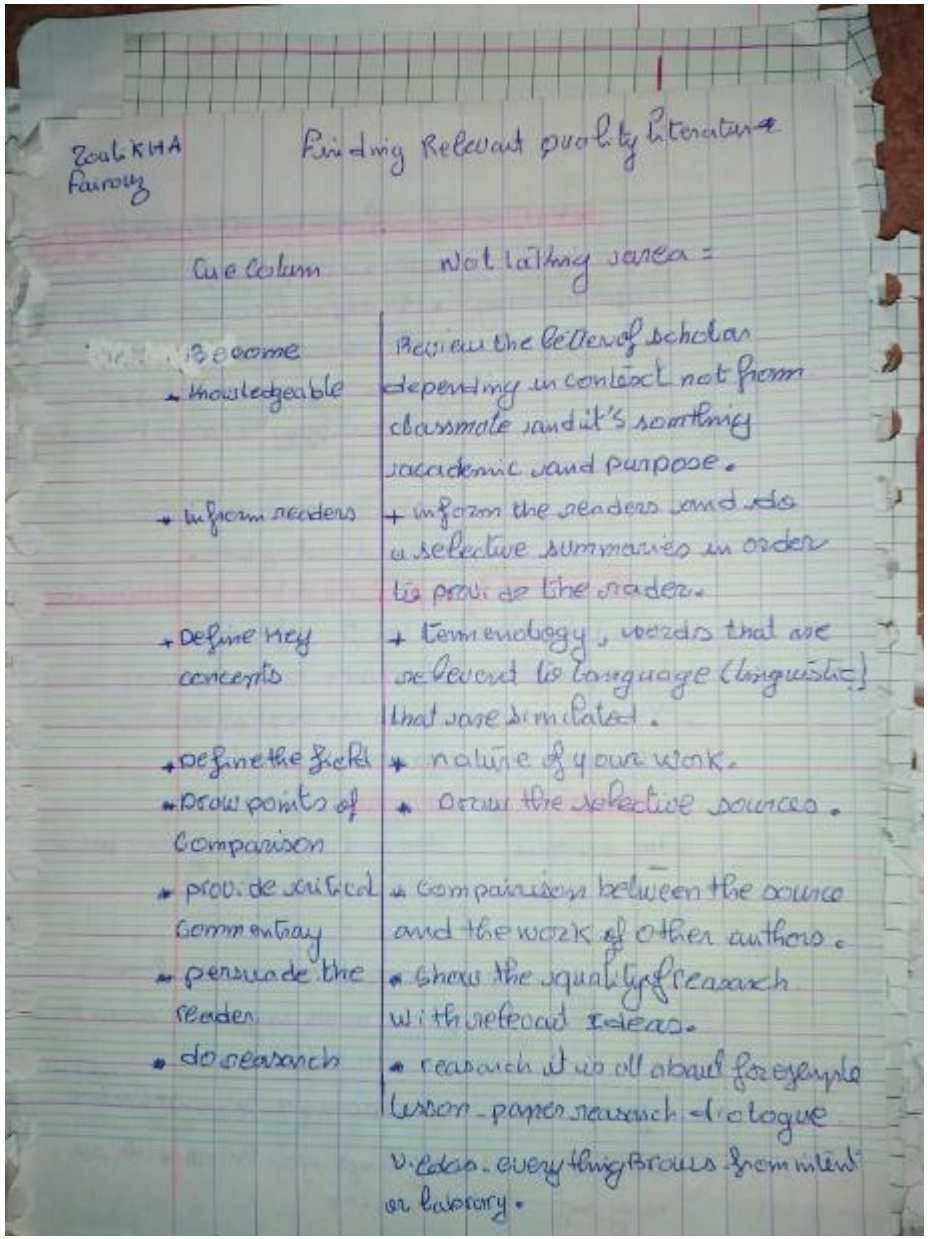


- what kind of information do I need for my research
  need to write your essay.
- research dissertation.

2. what the types of information =
- you have the idea (identified the informa
  directly / main
- documents / official journal
- the internet only sources consist everything

3 / the kind of documents =
- use the traditional source (YAHO)

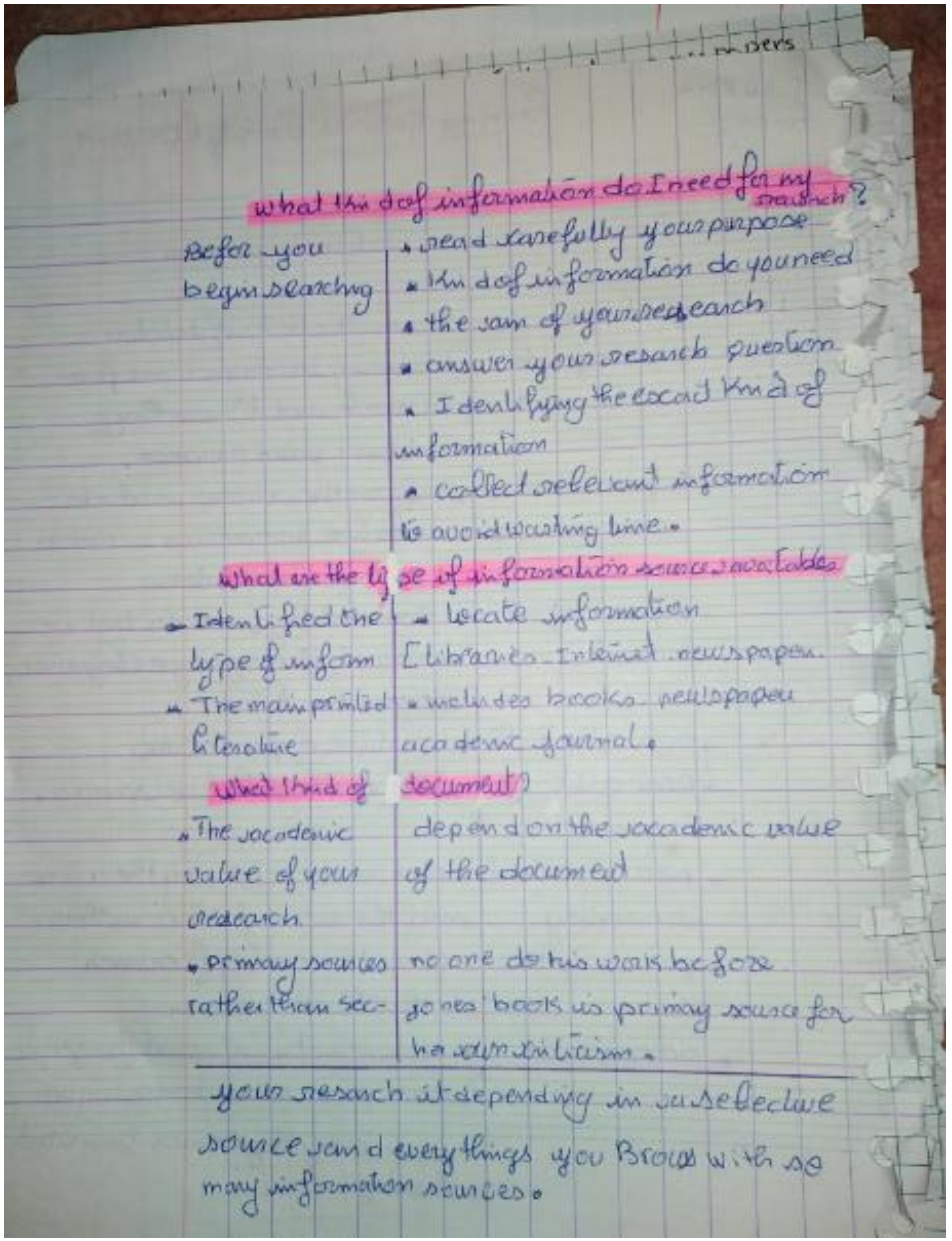
- **Students Taking notes using the Cornell method:**



Zoubkha Fawzy

Finding Relevant quality literature

Cue Colum	Not taking sarea =
. Become knowledgeable	Review the Reflen of scholar depending in context not from classmate and it's somthing academic and purpose.
+ Inform readers	+ inform the readers and do a selective summaries in order to provide the reader.
+ Define key concepts	+ Terminology, words that are relevent to language (linguistic) that sare similated.
+ Define the field + Draw points of Comparison	* nature of your work. * Draw the selective sources.
* provide critical Commentary * persuade the reader * do research	* Comparison between the source and the work of other authors. * Show the quality of research with relevant ideas. * research it us all about for example lesson - paper research - dialogue - videos. everything Brows from internet or bibrary.



what kind of information do I need for my research?

Befor you begin searching	* read carefully your purpose * Kind of information do you need * the sam of your research * answer your research question * Identifying the exact kind of information * collect relevant information to avoid wasting time.

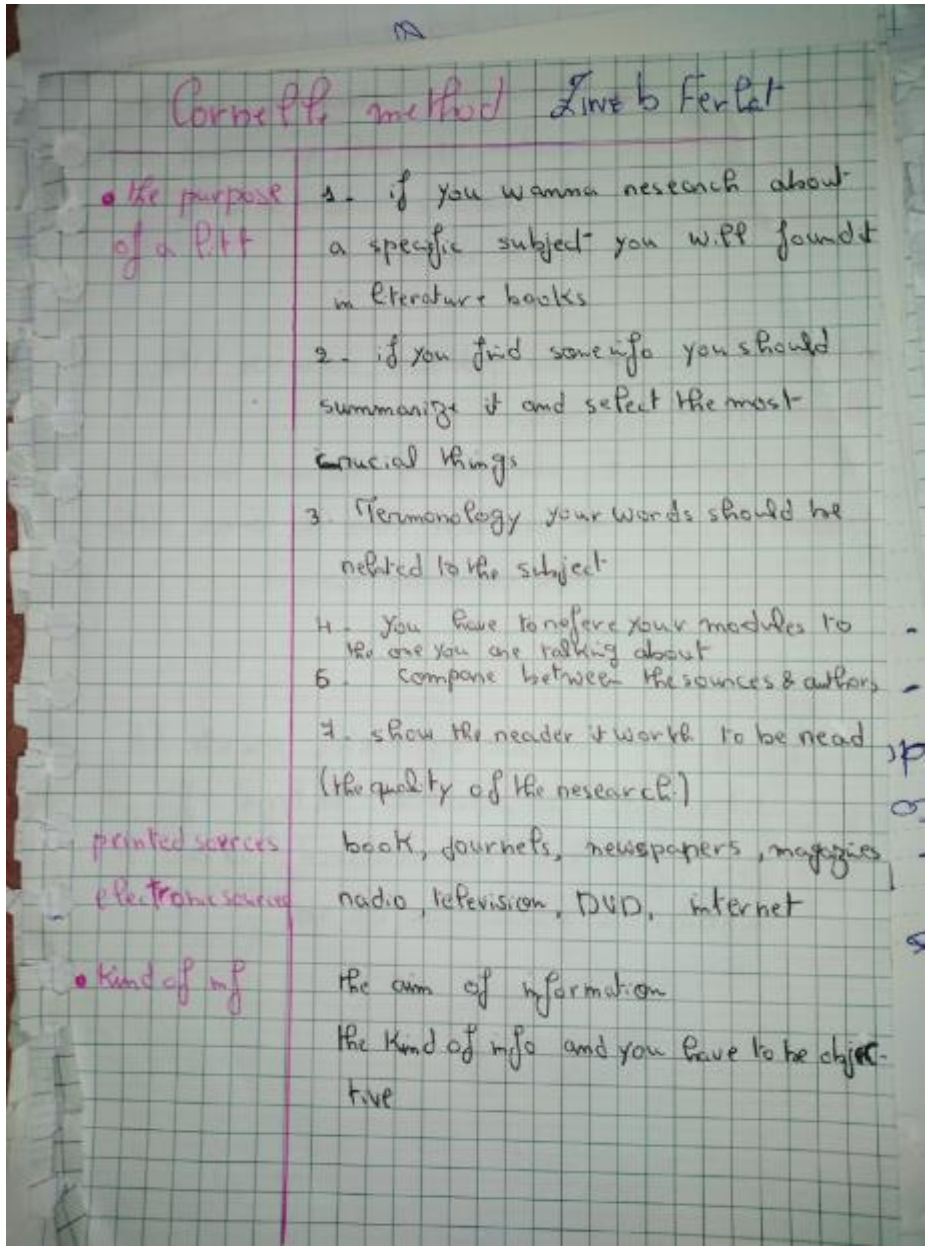
what are the type of information sources available

* Identified the type of inform * The main printed literature	* locate information [Libraries - Internet - newspaper. * included books - newspaper academic journal.

what kind of document

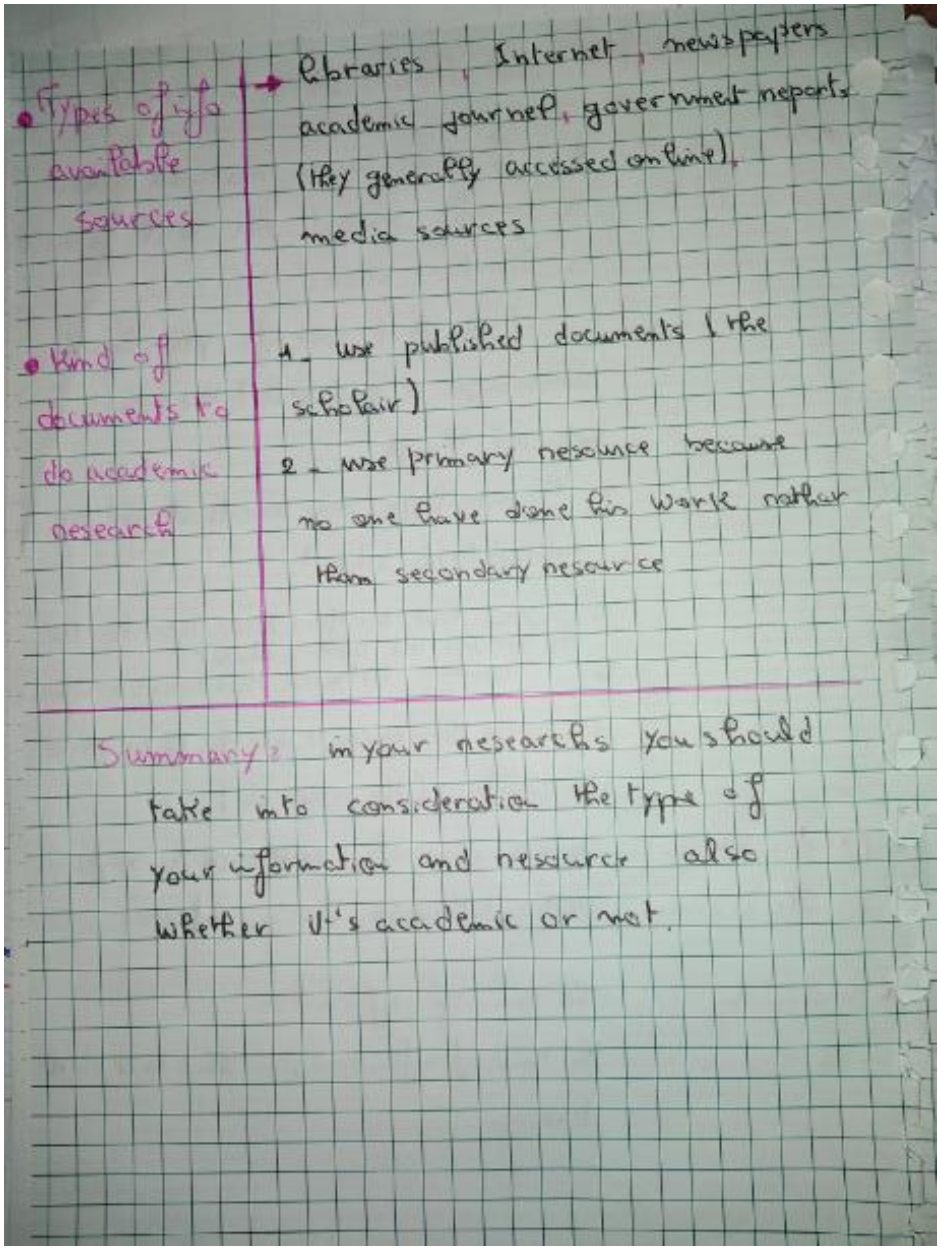
* The academic value of your research * primary sources rather than sec-	depend on the academic value of the document no one do his work before jones books is primary source for his own criticism.

your research it depending in use selective source and everything you Brows with so many information sources.



Correct method Time to Write

- the purpose of a Pitt
  1. if you wanna research about a specific subject you will found it in literature books
  2. if you find some info you should summarize it and select the most crucial things
  3. Terminology your words should be related to the subject
  4. You have to refere your modules to the one you are talking about
  5. compare between the sources & authors
  7. show the reader it worth to be read (the quality of the research)
- printed sources: book, journels, newspapers, magazines
- electronic sources: radio, television, DVD, internet
- Kind of inf: the aim of information
  the kind of info and you have to be objective



- Types of info available sources → libraries, Internet, newspapers academic journels, government reports (they generally accessed online), media sources
- Kind of documents to do academic research
  1. use published documents (the scholair)
  2. use primary resource because no one have done his work rather than secondary resource

Summary: in your researchs you should take into consideration the type of your information and resource also whether it's academic or not.

Appendix C: Interview for EFL Teachers of Yahia Fares University:

Sir/ Madame,

This interview is a part of an academic research. It is about the impact of note-taking enhancing listening skill for English Students of first year grade. The researcher would be very grateful if you answer the following questions. Thank you, in advance, for your kind collaboration.

Section one – Background Information:

1. Gender: Male ☐ Female ☐
2. How long have you been working as a teacher:
   [1-7] ☐ [6-10] ☐ [11-15] ☐ [16-20] ☐ [More than 20] ☐

Section two – Teacher Attitudes toward the Effectiveness of Note-Taking on Listening Comprehension Skill:

1. Do you give importance to Note-Taking?
   Yes ☐ No ☐
2. If you give importance to Note-Taking, please explain why?
   ☐
3. Have you ever use note-taking strategy in your session?
   Yes ☐ No ☐
4. According to you, does Note-Taking improve the students' listening comprehension skill?
   Yes ☐ No ☐
5. If you agree that Note-Taking improve the students' listening comprehension, please explain how?
   ☐
6. What obstacles the students may struggle when taking notes during the lecture?
   ☐
7. How do you evaluate your students performance after taking notes in your lecture?
   ☐
8. Do you find it necessary for the students to master the techniques of Note-Taking such as: Cornell, Outlining, Charting method ...Etc?
   ☐ ☐

Yes No

9. The Cornell method is the most commonly used technique that guaranties the effectiveness of notes-taking. In your opinion how can this strategy help students to take notes effectively during the lecture?

10. Have you noticed any improvement in student's performance when using Note-taking?

Yes ☐ No ☐

11. How often do you use Note-Taking strategy in your module?

Sometimes ☐

Every session ☐

Rarely ☐

12. Why do you prefer to make your students use Note-Taking during your lectures? (You can tick more than one answer).

To concentrate and focus well with you ☐

To improve the student listening comprehension skill ☐

To have enough knowledge about the lecture information to answer your test ☐