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**An investigation into EFL learners' strategies in
lecture Note-taking**

Case study: First Year Students at the Department of English-
University of Laghouat

**Dissertation Submitted to the Department of English as Partial Fulfilment of the
Requirement for the 'Master' Degree in English Language, Literature and Civilization**

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Dedication

I dedicate this research work to

My parents, my precious father and my tender mother for educating me and giving me encouragement during all the stages of my life from birth to now.

To my beloved siblings

My adorable niece

My dear supervisor miss. Dekhir Faiza for her support and guidance.

I dedicate this work as well to all my friends who have encouraged me through this process.

I would not be who I am today without the love and support of you. I thank you all for your words of encouragement and never-ending support.

Feriel Rouighi

Dedication

This dissertation is dedicated to my loving parents, who have always been there for me at every step of my life; they have been my source of inspiration, strength, and support.

My sisters and brothers, who have always supported me and are proud of me, My dear husband, who always encouraged me,

To my supervisor of this work, who I was really honored to deal with, and I benefited greatly from her experience.

To all the teachers of the English Department Dear Colleagues, who shared with us every moments to success

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Abstract

The purpose of this study is to look into the impact of note-taking strategies on improving students' academic achievement from the perspective of first-year EFL students at the University of Laghouat. The study investigated the effects of the process of note taking and note taking techniques and strategies on EFL students' academic achievement. In order to achieve the purpose of the study, a descriptive study was conducted, and a questionnaire was used to collect data. The sample of the study consisted of (20) participants chosen randomly among the groups of first year students of English at the University of Ammar Thelidji in Laghouat, Algeria. The findings of the study revealed that note-taking strategies had a beneficial impact on enhancing students' academic performance. In the light of the findings of the study, researchers suggested including note taking teaching in curriculum syllabuses and training instructors on various methods of teaching note taking. The present researchers also advocated for more research into note-taking issues and how to deal with them.

الملخص

الغرض من هذه الدراسة هو النظر في تأثير استراتيجيات تدوين الملاحظات على التحسين التحصيل الأكاديمي للطلاب من منظور طلاب السنة الأولى في كلية اللغة الإنجليزية كلغة أجنبية جامعة الأغواط، وبحثت الدراسة آثار عملية تدوين الملاحظات أساليب واستراتيجيات تدوين الملاحظات على التحصيل الأكاديمي لطلاب اللغة الإنجليزية كلغة أجنبية الغرض من الدراسة إجراء دراسة وصفية واستخدام استبيان جمع البيانات تكونت عينة الدراسة من (20) مشارك تم اختيارهم بشكل عشوائي من بينهم مجموعات طلبة السنة الأولى للغة الإنجليزية بجامعة عمار ثليجي بالأغواط أظهرت نتائج الدراسة أن استراتيجية تدوين الملاحظات كان لها أثر مفيد على تعزيز الأداء الأكاديمي للطلاب ، وفي ضوء نتائج الدراسة ، اقترح الباحثون تضمين تدوين الملاحظات في التدريس في مناهج المناهج والتدريب المدربين على طرق مختلفة لتدوين الملاحظات. كما دعا الباحثون ل مزيد من البحث في قضايا تدوين الملاحظات وكيفية التعامل معها

Resume

Le but de cette étude est d'examiner l'impact des stratégies de prise de notes sur l'amélioration la réussite scolaire des étudiants du point de vue des étudiants de première année d'EFL à la Université de Laghouat. L'étude a examiné les effets du processus de prise de notes et note prenant des méthodes et des stratégies sur la réussite scolaire des étudiants EFL.to atteindre le but de l'étude, une étude descriptive a été menée et un questionnaire a été utilisé pour recueillir des données. L'échantillon de l'étude était composé de (20) participants choisis au hasard parmi les groupes d'étudiants de première année d'anglais à l'Université d'Ammar Thelidji à Laghouat ,Algérie .Les résultats de l'étude ont révélé que la stratégie de prise de notes avait un impact bénéfique sur l'amélioration des performances académiques des étudiants.à la lumière des résultats de l'étude, les chercheurs ont suggéré d'inclure la prise de notes dans les programmes d'études et la formation instructeurs sur diverses méthodes d'enseignement de la prise de notes. Les chercheurs ont également plaidé pour plus de recherche sur les problèmes de prise de notes et comment les traiter

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List of abbreviations

EFL: English as a Foreign Language

NT: Note-taking

NM: Note-making

LSRW: Listening, speaking, reading, writing

Q: Question

N: Number of the participants

%: Percentage

i.e : That is

List of key terms

Note-taking: is the process of writing down key words and concepts in abbreviated, verbal, graphical, or numerical form in order to aid in the accomplishment of a language task. O'Malley and Chamot (1995).

Academic achievement: Parveen, Noor-Ul-Amin, and Nazir (2013) describe academic achievement as students' performance in academic topics in relation to their knowledge acquiring ability, which is commonly measured by standardized examinations and quantified in units depending on student achievement.

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General Introduction

General Introduction

University studies are demanding important tasks. Students who have final access to university are more likely to take responsibility for their own learning. This does not involve only studying existing materials, but also developing their own sources of information, such as remembering what they learned in lectures.

EFL learners tend to achieve their abilities in the four basic language skills: listening, speaking, reading and writing. Writing, in particular, is regarded as one of the most difficult forms of communication. It requires the development of several elements and strategies.

Statement of the problem

Students' ability to take good notes has a significant effect on their academic performance, since the basic format of their research activity entails students taking lecture notes, reading them, and then analyzing them. Just a few students, on the other hand, are able to take good notes or are trained or undergo significant instruction on how to do so. Consequently, the impact of NT and NT methods on academic performance is investigated in this study. It is hoped that this research will help students to identify the importance of notes as an effective skill.

Questions of the study

This research attempts to give satisfactory answers to the following questions :

- How are EFL learners interacting with the process of NT ?
- Why are EFL learners unaware of the methods of NT despite its importance on improving their process of writing ?
- Do note taking strategies positively affect the level of EFL students?

Hypotheses

In order to accomplish this research and find answers to the above stated questions a set of hypotheses has been formulated :

- Although note-taking is an essential skill for EFL students, only a small number of

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students are aware of its importance

- Despite the fact that NT methods are crucial for enhancing EFL learners' skills, only a small proportion of students utilize them.

- EFL students can benefit from NT methods to improve their writing skills as well as their educational achievement.

Objectives

this research aims to:

- Examine the interaction on EFL students with the process of note-taking.

- Investigate the reasons behind the lack of awareness of the importance of NT and NT methods by EFL learners.

- Demonstrate the benefits of the process of NT and NT methods on the students' academic performance

Literature Review

Note taking, according to Boch and Piolat (2005), is defined as condensing significant information for later use and rapidly writing in symbols; in other words, it is the process of establishing external memory. According to Wallace (2004), note taking entails jotting down key ideas from what the student hears or reads. Note-taking is the process of capturing information from a different source and writing it down. By taking notes, the writer captures the essentials of the information and relieves his mind of the burden of recalling it all (Makany, Kemp & Dror, 2009).

The university of Leeds mentioned that making notes is more than just writing down everything you hear or read. This is a process of reviewing, connecting and synthesizing ideas from your lectures or readings.

Taking notes is a really effective method for improving understanding. Taking notes during lecture allows students to more easily achieve the course's goals and understand what is

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being taught (Kiewra, 1991). Note-taking students have an advantage in mastering the most important points of the course and recalling the content of the course (Kiewra and Fletcher, 1984).

The four basic language skills of listening, speaking, reading, and writing have long been employed by language instructors. The "macro-skills" refer to these four linguistic abilities. In contrast, "micro-skills," such as grammar, vocabulary, pronunciation, and spelling, are examples of "micro-skills." The four basic skills are related by two parameters: communication mode (oral or written) and communication direction (receiving or producing the message)

Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Temple and Gillet (1984) also emphasize the close relationship between listening and speaking in this way:

Listening cannot be separated from the expressive aspects of oral communication. It is impossible to "teach listening" separately from speaking, or to set aside a portion of the instructional time for listening instruction and ignore it the rest of the time. Listening is as much a part of group discussions, dramatic play, or puppetry, for example, as the dialogues and actions created. When children develop their communicative powers they also develop their ability to listen appreciatively and receptively. (p.70)

Zhang (2012) defined taking notes as jotting down the main idea and key points from the material provided during listening. Slotte and Lonka (1999) found that reading notes while writing an essay resulted in high performance on an exam requiring deep-level text comprehension. This review effect was mostly limited to detailed learning rather than generating one's own inferences. Students can focus and better understand what other students read by taking notes in the margins and/or highlighting significant portions. Writing excellent notes, on the other hand, will save students important research and writing time as their reading becomes more broad and meaningful. Students can use good note-taking to keep track of

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everything they read and record.

Van Meter (1994) mentioned that the benefits of NT are viewed as an opportunity to verify and elaborate knowledge; moreover, he discovered that students report and take notes to enable them focus, arrange materials, and recover learning. In addition, Bohay, Blakely, Tamplin, and Radvansky (2011) demonstrated that notes are self-generated memory cues that can assist students remember oral or text messages that no longer exist, and that examining notes can be utilized as a second hand learning resource and enhance storage performance. They also emphasized that the audit provides an additional chance for processing and elaboration of the output. Despite the benefits of censorship.

Methodology

Data was collected using a single research tool, a questionnaire, to survey the greatest number of students' response in order to answer our research questions that guided the current study. descriptive method is followed to analyse the questionnaire results. The questionnaire is given to first-year license students of English at Ammar Thelidji University in Laghouat as a sample. Through it, we will show the students' interaction with note taking while studying, more precisely, the analytical ones. We will assess their ability to use the NT methods. We will also figure out the students' point of view about the results of NT in the exams. We will show the importance and advantages of note-taking at the academic level.

Structure

This research consists of three chapters. The first chapter deals with the theoretical groundwork of the methods of note taking for EFL learners, providing a definition of study skills, NT and NM, in addition to the importance and the benefits of NT. The second chapter discusses the methodological framework used in this research and clarifies the problems that will be solved in this research, as well as the goals that we hope to achieve. Additionally, the third chapter is about the questionnaire and its results as well as the findings and the suggestions of the study

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. The results of the students' answers of the questionnaire will be analysed to finish the whole research. Finally, the study ended with a general conclusion of the work.

Chapter one

Theoretical Framework

Introduction

Note-taking is recognized as being a crucial skill in language learning, particularly in the acquisition of foreign language competency. Indeed, academic success necessitates mastering note-taking strategies. The present study focuses on first-year English department students' capacity to comprehend lectures that rely heavily on note-taking strategies. This chapter is predominately dedicated to providing different definitions of the following terminologies: study skills, note-taking, note making and the four basic language skills as well. It discusses the significance of taking notes and how it relates to listening, speaking, reading, and writing. Furthermore, it focuses on the strategies and the benefits of NT that enable EFL students to get better marks on their tests and also achieve their academic level.

1.1 Definition of study skills

Study skills cover a wide range of strategies and tactics, which ultimately enable students to learn, organize and recall new information effectively. Although children are generally expected to develop learning skills naturally, studies have shown that many students exhibit deficiencies in learning skills and require clear guidance to acquire and use learning skills appropriately.

1.1.1 Definition of note taking

Note taking was defined by many researchers from different views. First, Piolat, Olive and Kellogg (2005,P.291) define NT as a complex process that necessarily involves knowledge comprehension and selection, as well as written development processes .According to Makany , Kemp and Dror (2009 , 40. 4) the act of taking notes is the act of collecting information obtained from another source. By writing notes, the writer captures the meaning of the material and relieves his mind of the pressure of remembering everything. Furthermore,Castello and Monereo (2005) explain that note taking is the hegemonic learning activity of universities and the main basis for educational interaction between teachers and students .This observation has

increased interest among students in the study of NT and its impact on learning .

1.1.2 Definition of note making

Making notes is the practice of jotting down key points, arguments, facts, or thoughts from written sources. Making notes will enable students to write a report and relate to written content or information. Beside that It is critical to take strong notes so that pupils can study independently. Undoubtedly, memorization is strengthened by notes. There are several points, thoughts, and facts to consider. While making notes, the students mind become focused. As a result, making notes is crucial for students as they prepare for exams.

1.2 The importance of note taking

Taking notes is a substantial approach to help students determine the importance of the concepts covered in the class. Even if their memory is fresh, they cannot remember everything the teacher said. When there is a need to write an essay or test the material discussed in class, a permanent written record that they can refer to later may be essential.

Rowntree, (1976,112) Kesselman-Turkel and Peterson, (1982: 2-6) provided some reasons behind the importance of NT . First notes will help students to expand their focus on their subject area and tasks they are about to complete. Second, it enables them to remember what they have heard or read. Third, NT makes them active learners and helps them organize the ideas they are learning. The notes that the learners generate are their own work and can clearly remind them of the efforts they have made in the course. This itself may be their motivation for learning.

The Learning Help Center (2009) provides the following six points that prove the importance of NT:

1. The lecturer shares information that is not in the textbook and establishes contact.
2. Notes are a storehouse of information for later use (for example, when students are taking more advanced courses).

3. When students write it down, they will remember more .
4. Taking notes helps students to listen attentively and to think critically.
5. Studies show that learners may forget 50% of a lecture within 24 hours, 80% in two weeks, and 95% within one month if they do not take notes.

1.3 The four basic language skills

When learning a language ,there are four abilities that students must master in order to communicate effectively .Listening is generally the first skill learned while learning a new language , followed by speaking ,reading ,and lastly writing . The four ‘‘language skills’’ (also known as the four skills of language learning)are a collection of four abilities that allow the student to understand and produce spoken language in order to communicate effectively with others .Listening ,speaking ,reading and writing are the four skills .

The context of foreign language acquisition,the four abilities are often learned in the following order: listening first ,speaking second ,reading third and potentially writing fourth . For this reason, these abilities are frequently referred to as LSRW talents. Each of the five main abilities in English Language has its own set of sub-skills and skill tasks. The most important talents are all fundamental. The Macro talents are what they're called. The principal, important, major, and greatest skill set in a given situation is referred to as macro skills. It's a term that's often used in the English language. Students must master them in order to properly use their English language. Reading and writing are brain output skills, whereas listening and speaking are brain input abilities.Beside that , pronunciation, grammar, vocabulary, and spelling, among other abilities, all play a part in effective English communication.

1.3.1 Note-taking and listening skill

According to William & Eggert (2002), listening is the attention that the students pay to the instructor and therefore; the ability of the students to capture information, but recording happens when the students write down their processing (understanding) of the information.

Booner and Holliday (2006) identify many cognitive activities that are related to taking notes while listening, including: Attention text, distinguishing the main points from supporting materials; and understanding what is being said.

According to Van Meter (1994), taking notes when listening to lectures helps students pay attention to the lesson, appreciate the topic, and see correlations between ideas. Borich (2004) agrees, more students accept what they hear or see if they take notes. He added the number of notes approximates the student's attention in class. Since students are engaged in some memorization work while taking notes, Williams & Eggert (2002) demonstrated that taking notes while listening to the lecture facilitates the encoding or retention of information in the memory, particularly when they are involved in deep concentration of the source of their notes.

1.3.2 Note-taking and peaking skill

According to Williams & Eggert (2002), recording occurs when students put down their interpretation (as a result of processing) knowledge on paper. They also mentioned that achieving a balance between listening, processing, and recording is the first challenge in note-taking, and that the note's efficiency is essential for achieving this balance.

1.3.3 NOTE-taking and writing skill

Analyses of note systems reveal that note-taking strategies have an effect on three levels of the expression. First, there are observation techniques that can be applied to lexical units (namely spelling). End truncation (writing 'poss' for 'possibility'), consonant frame preservation, and suffix contraction (writing 'recoged' for 'recognized') are all popular techniques of note-taking. (Branca-Rosoff, 1998; Kiewra & Benton, 1988). Second, Shortening sentences may also be used to change the syntax. Note takers can choose to record the information in a telegraphic style for this reason they can also employ mathematical substitutive techniques. For example, take the Greek alphabet symbols; these symbols (dash,

arrow, star) can also be used in lists to speed up note-taking; they also avoid formatting the syntax of source materials that are heard or read. (Barbarier, Franco, Piolat, Roussey, & Kida, (2003). Third, the physical format of the notes may be completely different from the usual linear format used when generating text. Generally speaking, the format of the notes (tabulation, insertion, etc) exploits all physical space print a sheet of paper in a non-linear manner. Therefore, the format of the notes recorded on paper is usually close to the format of the preliminary draft of the paper. However, they look very similar to polished drafts or linear text (Slotted & Lonka, 2001)

According to Britzing, Kulhary and Caterino (1987), since note-taking is often realized under severe time pressure, it is important to shorten and reduce details in order to take notes quickly. They also mentioned that as a result of this need, stenography² was created, which has simplified graphic traces and transcribed units when compared to alphabetical writings. However, they proved that this technique is rarely used by note takers. According to them, note-takers generally use their own method of note-taking.

1.3.4 Note-taking and reading skill

Highlighting and emphasizing sections of the text is a fast and simple way to be involved while reading. Highlighting is not the same as taking notes, it is often a necessary first move. Many people even suggest taking quick notes in the margins. In a research conducted by Özçakmak and Sarigöz (2019) College students, it was revealed that these students usually regarded as notes "Listen" (61%), followed by "From Reading" (31%). Taking notes during listening or reading is seen as a useful strategy in terms of development Information storage (Carrier and Titus, 1979).

1.4 Lecture Note Taking key strategies

1.4.1 writing process

The writing process is comprised of the strategies and techniques that all authors employ in

order to complete their work and create a well-organized written work in which Dyson and Freedman (1990) (as mentioned in Sunder, 2006, p. 41) state that "over the past two decades, there has been significant shift from only the products of writing to studying the process associated with how writers write". According to Hedge (2000, p.124), the following activities are engaged in the process of writing: it requires a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. it entails a complicated process that is neither easy nor spontaneous for many second language writers. The various processes of writing are: pre-writing, drafting, Revising/editing, and proofreading. They are elaborated as following

1.4.2 Pre-writing

Pre-writing is the first stage in the writing process, during which writers attempt to arrange their "ideas" and "thoughts" before to beginning to write. Writers should limit the topic as much as possible at this stage, according to Oshima and Hogue (2007), and then produce ideas through a brainstorming process. i.e., writers should first choose a topic, then write any relevant thoughts without regard for grammar or spelling, and then organize these ideas according to their needs (Zemarch and Rumisk,2005).

Lipson (2005) stated "Strong thesis writing begins with good planning," He implies that if a written work begins with a well-organized framework, it will conclude with the same structure.

1.4.3 Drafting

Drafting is the second stage of the writing process, in which writers create their first draft based on the ideas generated in the first stage (pre-writing). The writer concentrates on the content rather than the linguistic aspects at this stage (Oshima and Hogue, 2007).

By claiming that "when drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots to check your facts mater. You do not need to

worry about grammar, spelling or parts of your paper at a later stage” (p. 49). He added that writers in the drafting stage must not care about grammar and other linguistic aspects of writing.

1.4.4 Editing

The next stage plays a vital role in the writing process, called editing, it focuses on grammar, punctuation, and other language aspects (Oshima and Hogue, 2007). In this stage the writer tries to check his/her work carefully; he may add or omit ideas (Brown and Hood, 1989, P.20). Editing is the most important stage, according to Dunleavy (2003, p.104), since the writer will fix all of the final work in terms of grammar, spelling, and sentence structure. In other words, he or she is concerned with both form and content.

4.5 Proofreading

Proofreading is the last duty for writers, and it requires them to read and reread their work before releasing it, paying close attention to grammar, spelling, and punctuation (Oshima and Vogue, 2007). Then, after making the necessary adjustments, rewrite the work and publish it (Zemach and Rumisk, 2005).

5.1 Methods of Note-taking

Strategically, Note-taking is generally considered as an effective learning tool. Many students believe that the note-taking process itself has a positive effect on academic performance (Kobayashi, 2005). According to the study of Badger, White, Sutherland, & Haggis (2001); and Van Meter, Yokoi, and Pressley (1994) found that in academic contexts (secondary school and university), after several years of practice, students develop specific concepts or ideas of the functions of note-taking. These representations are usually related to the purposes of the notes (to record information, to concentrate), their content and structure (abbreviating procedures, structure of information) as well as to the contextual factors (style of the teacher and how important information is communicated, kind of the course) that effect note-taking.

1.5.1 The Cornell method

The Cornell method provides a systematic format for condensing and organizing notes without the need for laborious recopying. After writing a note in the main space of the paper, the students should use the left space of the paper to mark each thought and detail with keywords or "cue".

Method : students make a two-inch margin on the left side of the page and leave a six-inch area on the right for notes. During class, they jot down notes in the six-inch section. Also they skip a few lines as the lecturer goes on to a different topic and they complete as many phrases and sentences as possible after class. They have to create a cue in the left margin for every crucial piece of information. To review, they cover the note with a card so that the reminder is not exposed and they say the cue out loud, then say as much material as possible under the card. When they have said as much content as possible, they move the card to see if what students said matches what they wrote. If they can tell, then they know.

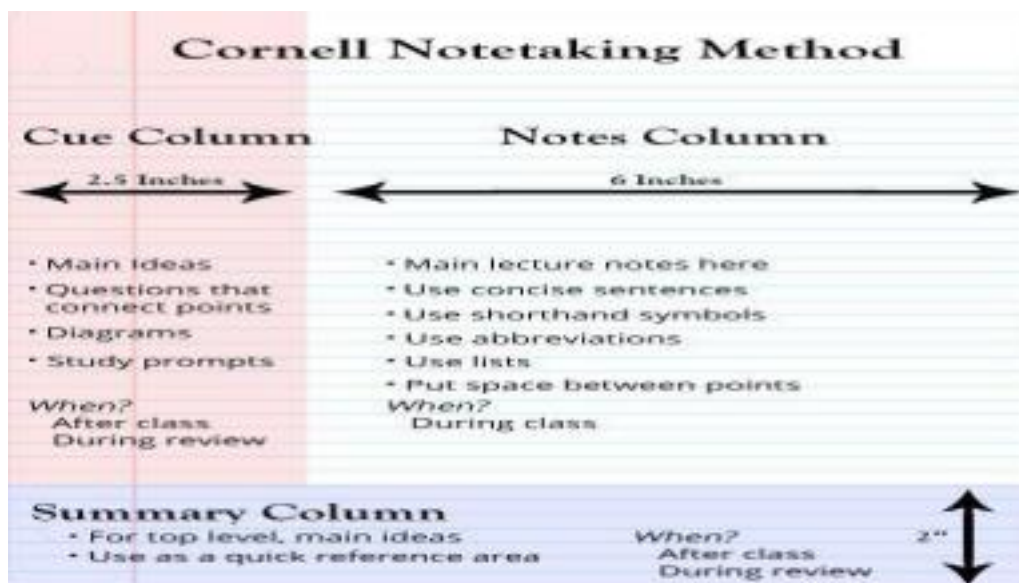


Figure 1.1:

Cornell Note taking Method

1.5.2 The Outlining Method

Dash or indented outlining is typically the best option, except in some science areas, such as physics or arithmetic. To begin, the most general information is on the left, with each more

specific piece of information indented into the space on the right. Second, indentation is used to create connections between the various elements. Finally, no numbers, letters, or Roman numerals are required.

Method: First, listen, then write points in an organized pattern according to the space indentation. Place the main point on the far left and indent each more specific point to the right. The level of importance will be expressed by the distance from the main point. Indentation can be as simple or complex as marking indentation with Roman numerals or decimals (footnote). No marking is needed, because the spatial relationship will indicate the major/minor points.

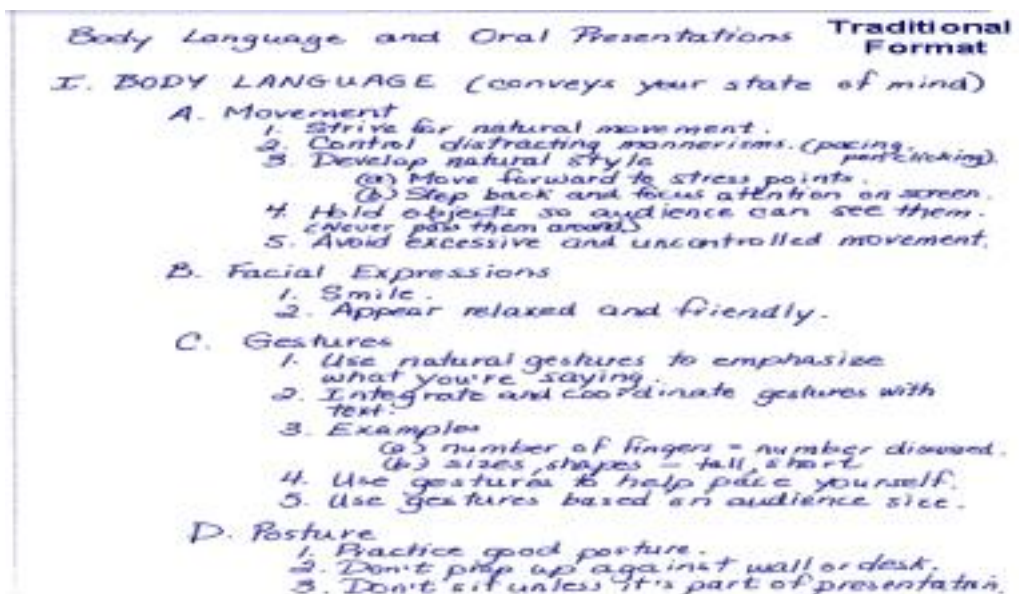


Figure 1.2 : The Outlining method

1.5.3 Mind mapping method

Mapping is a method that uses comprehension/concentration skills and develops in the form of notes that associate every fact or idea with every other fact or idea. The mapping is a graphical representation of the lecture content. It is a way to maximize active participation, provide immediate knowledge of its understanding, and emphasize critical thinking.

This format can help the students visually track their speech in any situation. Hardly they need to think, they can easily see the relationship. By adding numbers, markers and colour coding, students can also edit their notes easily. The review will require them to reorganize

their thought process, which will force them to check their understanding. Check by overwriting the rows related to memory drills and relationships. The main points can be written on a flash card or a sticky note card, and later assembled into a table or larger structure.

This method is used when the lecture is heavy and well organized. Students can also use it effectively when they have a guest lecturer, but they do not know the lecture method.

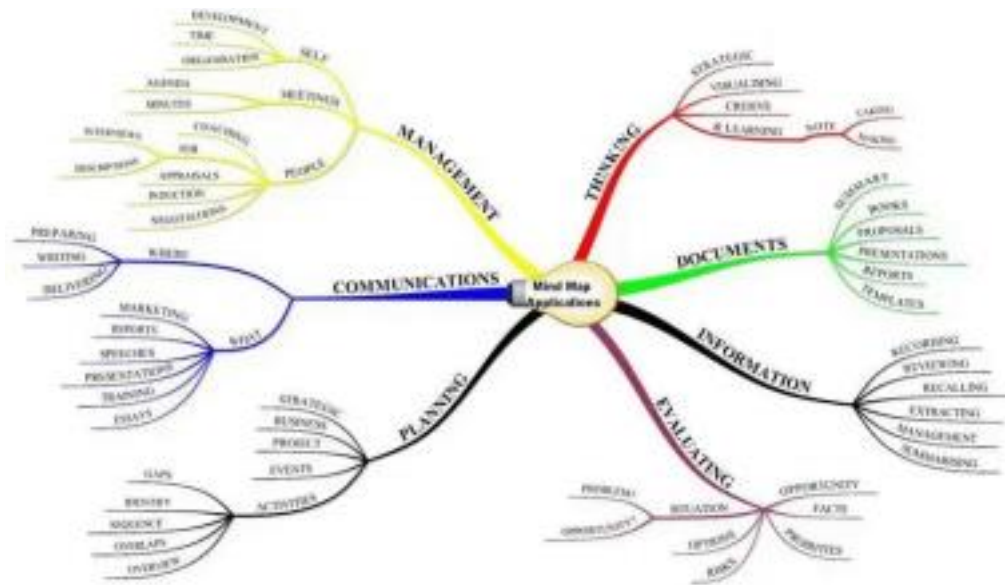


Figure 1.3 : Mapping method

1.5.4 Charting method

If the lecture format is distinct (such as chronological), students may set up their papers by drawing columns and labelling appropriate headings on a table.

Method: This method is used to determine which categories will be covered in the lecture. They set up their papers in advance in columns headed by these categories. As they listen to the lecture, they record the information (words, phrases, main ideas, etc.) in the appropriate category. This method could also be beneficial for students to track conversations and dialogues where they would normally be confused and lose out on relevant content. The amount of writing necessary. It provides an easy review mechanism for both memorization of facts and the study of comparisons and relationships. The charting method used in the test will focus on both facts and relationships. The information is dense and is presented quickly. want

to reduce the amount of time they spend editing and reviewing at test time. They also want to get an overview of the whole course in one big paper sequence.

Example of Chart

War	Dates	Countries	Leaders	Significance
World War I	1914-1918	Germany Austria-Hungary Ottoman Empire Bulgaria France Britain Russia United States etc.	Kaiser Wilhelm II Emperor Franz Josef Mehmed V Ferdinand I Georges Clemenceau David Lloyd George Tsar Nicolas II President Woodrow Wilson	Further notes to be added here
World War II	1939-1945	Great Britain France Poland USA Germany Japan Russia Italy etc.	Franklin D. Roosevelt Winston Churchill Adolf Hitler Joseph Stalin Benito Mussolini Hirohito Charles de Gaulle George Patton Douglas MacArthur	Further notes to be added
Korean War	1950-1953	North Korea South Korea etc.	Kim Il Sung Harry S. Truman etc.	Additional notes to be added

Figure 1.4: charting method

1.5.5 Sentence method

If the lecture format is different (for example, in chronological order), the students can set up the thesis by drawing the columns and marking the appropriate headings on the table. Paragraphs are slightly more organized. Students receive more or all of the information. The idea of communicating content is still limited.

Students simply write every new thought, topic, or fact on a new line. While similar to the outline method, this method is easier to use when the material is difficult or delivered quickly. It is best to immediately review these notes after class and rank what information is most important and least important. It's also helpful for a student to rewrite their notes into an organized outline or map, so that they can visually see the ordered relationships and connections.

24. *Railroad Atlas and Pictorial Album of American Industry* (Asher & Adams, 1879; copy in Hagley Library), p. 26. The historian Vaclav Smil (*Energy in World History* (Westview, 1994), p. 71) estimates that 250,000 were in use by the time of the Civil War.
25. Pursell, "Cyrus Hall McCormick and the mechanization of agriculture," p. 76.
26. Improved transportation and technical advances were abetted by the dissemination of knowledge. State agricultural fairs and farm publications gave farmers access to new seed types and better techniques. While there was no federal agricultural department until 1862, starting in 1848 a division of the Patent Office issued annual reports which Congressmen gave to their constituents. More than 250,000 of these were distributed in 1855 alone, including scholarly articles, accounts of individual farming experiences, and useful illustrations. Paul W. Gates, *The Farmer's Age* (Holt, Rinehart and Winston, 1960), pp. 332-335.
27. Hunter and Bryant, *The Transmission of Power*, p. 97.
28. William Prescott Webb, *The Great Plains* (Boston, 1931), p. 340.

Figure 1.5: Sentence method

1.6 The benefits of Taking Notes

Van Meter (1994) mentioned that the benefits of NT are treated as an opportunity to check and elaborate on the information. He found that students usually report and take notes to help them focus, organize materials and recapture content. According to Piolat (2005), learning occurs during the creation and analysis of notes because learners are able to create new connections or reinforce existing activities, allowing for deep content processing. Moreover, Van Meter (1994) stated that the ability to review and expand on knowledge has been described as one of the advantages of note-taking. He also discovered that taking notes helps students pay attention, organize their materials, and remember information.

Notes, according to Bohay, Blakely, Tamplin, and Radvansky (2011), are self-generated memory clues that can help remind students of oral or text messages that no longer exist; they discovered that reviewing notes can be used as a second-hand learning material and improves storage performance. They also emphasized that the audit provides another opportunity for further processing and production. Despite the benefits of censorship, Bohay et al (2011) also found that even if there is no future review, the act of taking notes can help future performances to actively interact with the recorded performance.

Note-taking, according to Kiewra (1989), is beneficial for at least two reasons. First, NT

facilitates lecture learning by activating attentional mechanisms and engaging the student's coding cognitive processes. Combining, synthesizing, and translating the auditory input into a shape that is personally meaningful. Second, taking notes is thought to be beneficial because it provides an external store or source of information that can be used for later revision and review to help people remember what they have heard.

Conclusion

In conclusion, this chapter attempts to review the literature related to lecture note taking and its strategies that are essential to enhancing academic learning. Taking notes is thus regarded as one of the effective techniques used by competent EFL students to improve their learning abilities. Even though the positive effects of NT during the lectures are distinct. More research is needed to investigate how English students at our university take notes.

Chapter two

Methodological framework

Introduction:

This study will investigate the advantages of NT and the note-taking methods used by first year EFL students at the University of Laghouat. Furthermore, the following chapter provided an overview of the problem, research questions, hypotheses, studies, and study objectives, as well as the research tools used in this and previous studies. The following subheadings are provided. The case study approach was employed in this research study, which is intended to achieve the objectives of the study. It begins by describing the population and sample, followed by an explanation of the research design. Second, it describes the research tools used in this study. Finally, it summarizes the findings. The chapter ends with an analysis of the background information.

2.1 Research Problem

Since note taking is a difficult skill, students in the department of English at the University of Laghouat may have issues with their writing skills. This could be due to their lack of attention to the process of the NT or their unawareness of its methods. And this might negatively affect their academic performance. As a result, this research is expected to assist students in determining the significance of the NT process and NT methods as an effective skill.

2.2 Research questions

The current study focuses mainly on the following stated questions :

- 1) How do EFL students engage with the note-taking process?
- 2) Why are EFL students unfamiliar with NT methods, despite their relevance to enhancing their writing process?
- 3) Do note taking strategies positively affect EFL students?

2.3 Hypotheses

This research is based upon the following hypotheses :

1. Despite the fact that taking notes is a crucial skill for EFL students, only a small proportion of them acknowledge it.
2. Although NT techniques are critical to enhancing the abilities of EFL students, only a small number of students utilize them.
3. The methods of NT have a significant impact on improving students' writing skills as well as their academic achievements.

2.4 Objectives

The present study, on the one hand, aims at investigating the interaction of EFL students with the note-taking procedure. And, on the other hand, it attempts to shed light on the reasons behind EFL students' lack of awareness of the relevance of NT and NT techniques. Furthermore, it aims to demonstrate the benefits of the NT process and NT approaches to EFL students' academic performance.

2.5 Case study approach

To find answers to the above questions and test the already mentioned hypotheses, a descriptive method was used to achieve the main purpose of the study, which is to describe the methods and the benefits of note-taking to determine their importance in achieving the academic level of EFL students.

We have not employed the experimental method because the study does not recommend new strategies or treatments to be used. However, it applies to one kind of quantitative tool, which is the questionnaire. The questionnaire contains only one type of question: a Likert scale.

2.5.1 Population of the Study

Nunan and M. Bailey (2009) point out that the population is a cluster of people who share constant characteristics. In our study, the research population was first year EFL students who were studying English literature and civilization at the English department of the University of Ammar Thelidji during the second semester of the academic year 2020/2021.

2.5.2 Research sample

The sample studied consists of 19 students registered in the class of the first year license in the department of English at Laghouat University for the academic year 2020/2021.

2.5.3 Research design

Any investigator follows a research plan when conducting any investigation. The research design is defined as "the conceptual framework within which research is carried out; it serves as the blueprint for data collection, measurement, and analysis" (Khotari, 2004, p. 31). Furthermore, its goal is to provide research questions with reliable and correct replies.

The current study employs a descriptive technique, which entails presenting as much information and descriptions as possible in order to determine the facts of a situation. Furthermore, it offers no predictions and only reports what has been found (Cohen, Manion, & Morrison, 2007). Such a study will be used to identify, analyse, and describe note taking methods, and the attitudes of EFL learners towards note taking in general. Thus, the raw data collected has been analysed quantitatively for further understanding of the research problem, and to ensure the validity of the findings.

2.6 The description of the Questionnaire

The questionnaire contains short introduction to give a brief idea about the subject and the questions. Those questions are divided into three sections: The first section contains three questions about the interaction of EFL students with the process of note-taking. The second section has five questions, they were designed after a review of literature about the methods that should be followed by EFL students in order to improve their note taking skills. However, the last section contains five questions that investigate the efficiency and the importance of note taking.

2.6.1 Part one of the questionnaire:

Students' Interaction on the Process Note Taking

N°	Statement	Never	Rarely	Sometimes	Often	Always
Q1	I pay close attention during the lectures.					
Q2	I take notes during the lecture.					
Q3	I take notes after the lecture.					

Table 2.1 Students' Interaction on the Process of Note Taking

As shown in the table (2.1). The first part is composed of three questions which we seek to find the answers to. The first question is about the attention of students in the class. The second and the third questions are conducted to see whether the students take notes during and after the lecture or not. The aim behind this part is to treat the interaction of students with notes and to see the results in tangible analysis, in order to provide them with some solutions.

2.6.2 Part two of the questionnaire : Note Taking Methods

N°	Statement	Never	Rarely	Sometimes	Often	Always
Q1	I write exactly the same thing the teacher says.					
Q2	I take down notes in my own words.					
Q3	I find myself unconsciously summarizing any of the facts presented					

Q4	I use visual aids (drawings, maps) to help me while my notes.					
Q5	I use the same note-taking method in all of my modules.					

Table 2.2: Note Taking Methods

As may be seen in the table (2.2). the second part of the questionnaire contains five questions. The first question is about the writing of the students. Whether it is as the teacher writes or not, the second question is about taking down notes in the students' own way. Furthermore, the third question concerns the students' method of unconsciously summarizing facts. The fourth question focuses on the techniques that are used in notes such as (drawings, maps), and the last one is about using the same modules in all modules. The goal behind this part is to examine the methods used by students and if they are based on such methods or if they are taking notes arbitrarily.

2.6.3 Part three of the questionnaire: The Benefits Behind the Process of Note taking

N°	statement		Never Rarely	Sometimes Often		Always
Q1	I rely on my notes when i revise for my exams.					
Q2	Notes make it easier for me to remember the lecture					

	information.					
Q3	Notes help me to understand the lectures.					
Q4	Notes help me to capture important facts,numbers and names that are difficult to remember.					
Q5	Notes help me perform better in my tests.					
Q6	I have realized the benefits of taking notes in lecture so far.					

Table 2.3: The Benefits behind the Process of Note taking

The table (2.3) demonstrates the benefits behind the process of NT. The first question in the third part is about the reliance on notes for exams. The second question concerns the use of notes in exam memorization, and the following question seeks to confirm that notes can help students understand the lectures. Question 4 is also stated to confirm that notes may help students to capture important facts, numbers and names that are given in lectures and could be difficult to remember, besides the following question 5. Finally, in the last question, we wanted to see the realization of the benefits of taking notes in lecture so far, which helped us to confirm our hypothesis to solve our problem. The aim behind this part is to highlight the benefits of NT for students to get better grades in exams and also to achieve their academic performance.

2.7 Data Collection Procedures and Analyses

2.7.1 The Demographic Information Section

2.7.2. Sex Distribution:

The following table presents the distribution of the questionnaire participants according to sex:

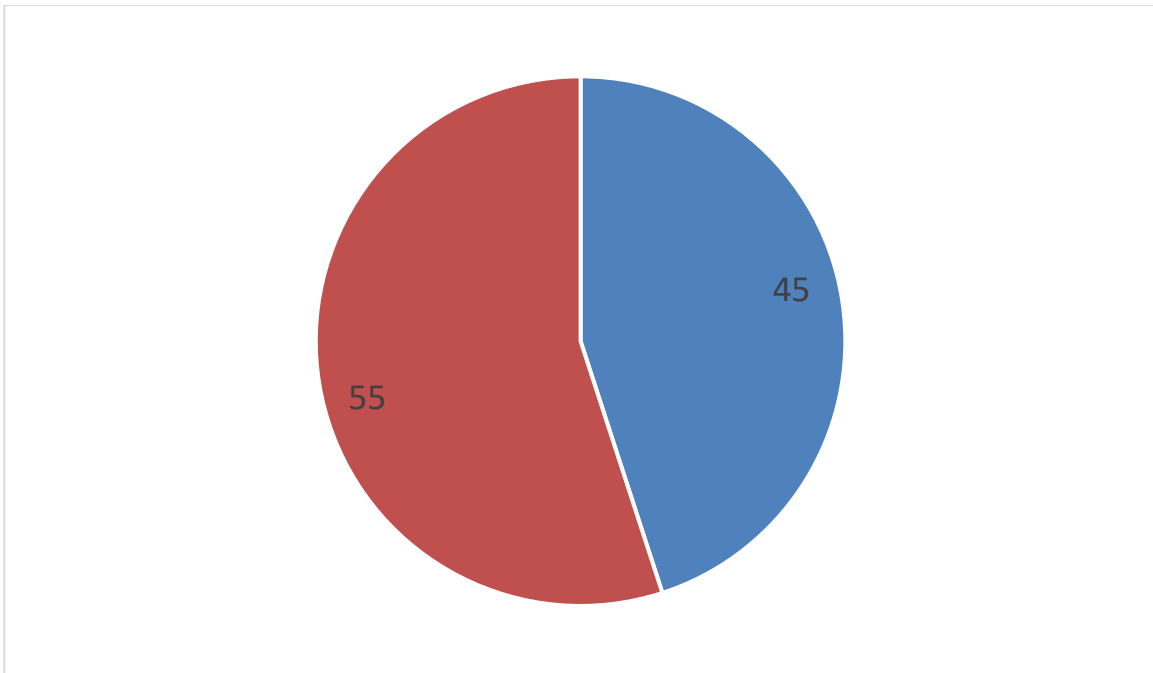


Figure 3.1: Participants' Sex Distribution

As mentioned in the figure (3.1), females represent a percentage of (55%) of the whole percentage with a number of (11) participants. While males represent a percentage of (45%) with a number of (9) participants. Males and females are both concerned about the current topic of study.

2.7.3 Choice of English:

Question: your choice of English was:

- A. personal B. imposed

This question investigates the students' views towards their choice of English as a branch at university.

Response	Participants	Percentage
Personal	14	70%
Imposed	6	30%

Table 2.4: Students' Choice of the English Branch at the University

Table (2.4) shows that the majority of participants (70%) chose the branch of the English language according to their own will. These (14) students are proposed to be highly motivated to learn English. So, there are other statements where this issue is discussed in detail. However, there were only (6) students, i.e., a percentage of 30%, who stated that they were obliged to choose the English branch.

2.8 Administration of the Questionnaire

The questionnaire was distributed to male and female participants who were first-year license students in the English language department. Due to the corona virus crisis, it was difficult to collect the total number of students' answers. However, those who received the questionnaire were very helpful. It is worth mentioning that it took us five minutes to explain the survey instructions, which were written in English. The questionnaire that had closed ended questions was distributed to the participants and they filled it in within 20 minutes.

Conclusion

This section was brought up to draw the architecture of the practical work. It provides descriptive method we work on. Furthermore, it introduces the sample and population we worked with, the research design and the research tools, and it ends with an analysis of the demographic information section. This section of the study is the green light given to go from the theoretical part of the research to the analytical one. It is expected to provide the reader with the information needed about the overall design of the study.

Chapter three

Findings, Discussion and recommendations

Introduction

This study investigates the effects of NT methods on students' academic writing. It analyses the collected data from the questionnaire addressed to the first-year license students of English at the University of Laghouat. The main objective of this part is to assess the students' perception of the emergence of the process of NT and NT methods in terms of academic accomplishment. The questionnaire was distributed to 20 students, who were asked to answer simple, straightforward questions in order to determine the relationship between NT and students' educational experiences, as well as the extent to which it influences academic achievement.

3.1 Results and discussion

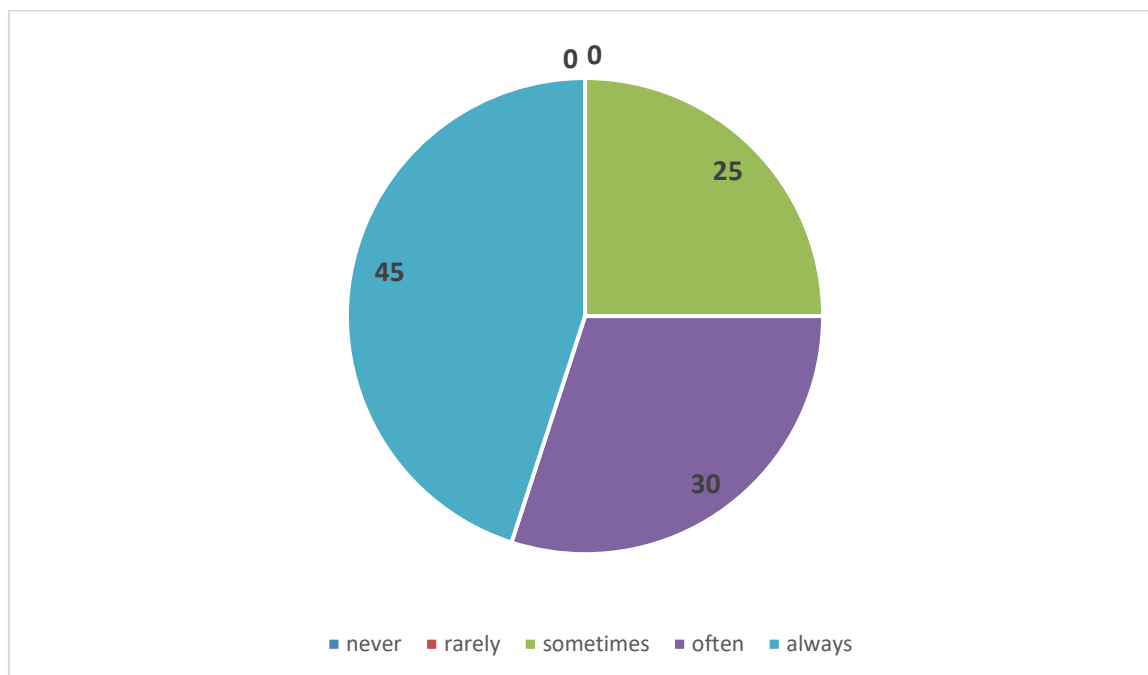
In our study, we requested from our participants to rate our section two questions, which were designed based on a five-point Likert scale: (1) =never, (2) =rarely, (3) =sometimes, (4) =often, (5) =always.

Once finished, the 5-point Likert scale questionnaire data was provided on integrated records for both the process of NT and its methods. The statistics deduced from the questionnaire were interpreted quantitatively. The investigation was examined through descriptive statistics, in which we calculated the percentage of the most crossed statements, in order to detect both the process of NT and the NT methods used by our respondents.

So, the questionnaire results are presented in relation to the research purpose and are split into two main parts: The first part is a descriptive analysis of the students' NT process. The second part is concerned with the descriptive analysis of the students' NT methods.

3.1.1 Part one: Analysis of the students' interaction on the process of NT

For the reason of presenting a general view of the students' interaction on the process of NT, descriptive data was conducted. All the statements show whether the students are interested to take notes during or after the lecture.

Question 1: I pay close attention during the lecture**Figure 3.2: Students' Attention During the Lecture.**

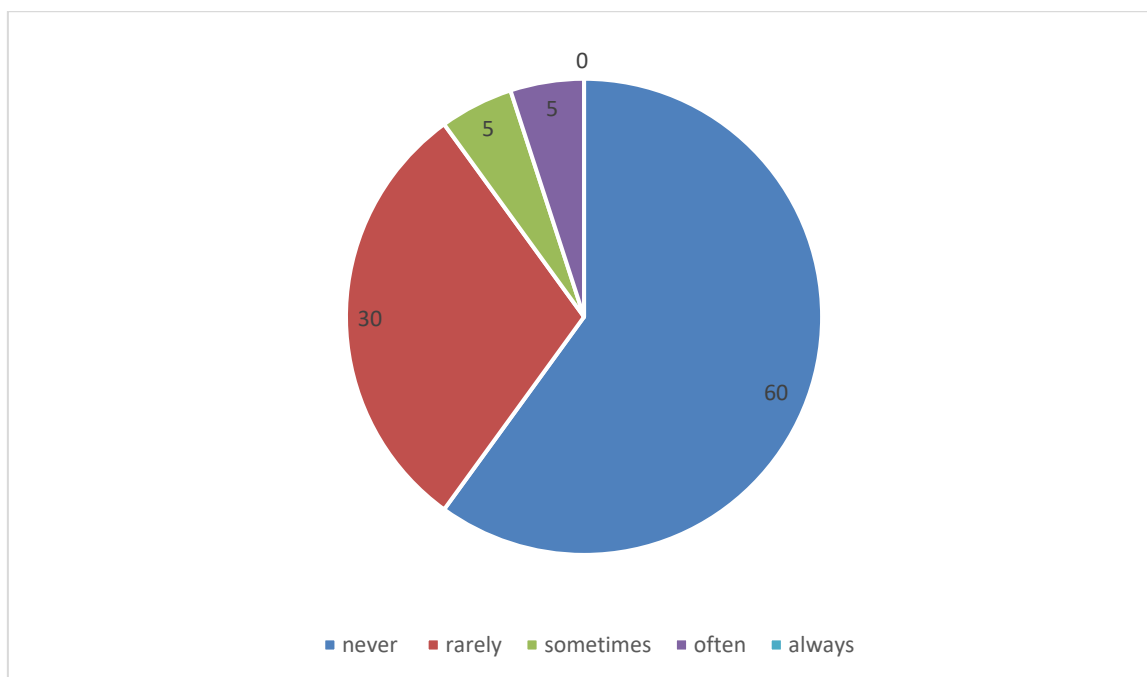
Examining the participants' answers, we found that 45% of students always pay attention during lectures, while 30% claimed that frequently pay when they attend lectures, and a minority of students 25% claim to pay attention occasionally. This indicates that the majority of first year EFL students are paying attention during the lecture.

Question 2: I take notes during the lecture.

N°	Statement	Never	Rarely	Sometimes	Often	Always
Q2	I take notes during the lecture	0%	0%	30%	25%	45%

Table 3. 2: Taking Notes During the Lecture

As shown in table 3.2, (45%) of respondents always take notes during the lectures, while 30% answered by sometimes, and 25 % said that they often take notes during the lecture. This indicates that the process of note-taking plays a significant role during the lectures.

Question 3: I take notes after the lecture**Figure 3.3: Taking Notes After the Lecture.**

According to this question's answers to question, we remarked that more than half of the students with a percentage of (60%) said that they Never take notes after the class, and (30%) answered by rarely. However, a minority of 5% answered by sometimes. And, the rest answered by often. We conclude that after the lecture, more than half of the students do not really take notes after the lecture.

3.1.2 Part two : Analyses of note taking methods used by the participants

In this part, descriptive analyses were accomplished in order to reveal the methods of NT that first year English students use to record and comprehend the lectures. The same procedures that were followed in the first part will be used in this part as well.

Question 4: I write the same thing the teachers says.

N°	Statement	Never	Rarely	Sometimes	Often	Always
Q4	I write the same thing the teacher says	5%	10%	20%	20%	45%

Table 3.3: Writing the Same Thing as the Teacher Says

According to 45 % of respondents, they always write what the teacher says. Sometimes was the response of 20% of those questioned. Furthermore, 20% stated that they often do so. Despite this, just 10% of them said "Rarely." According to their responses, students are not very interested in taking their own notes, despite the fact that it is very essential for them to achieve their writing.

Question 5: I take down notes in my own words.

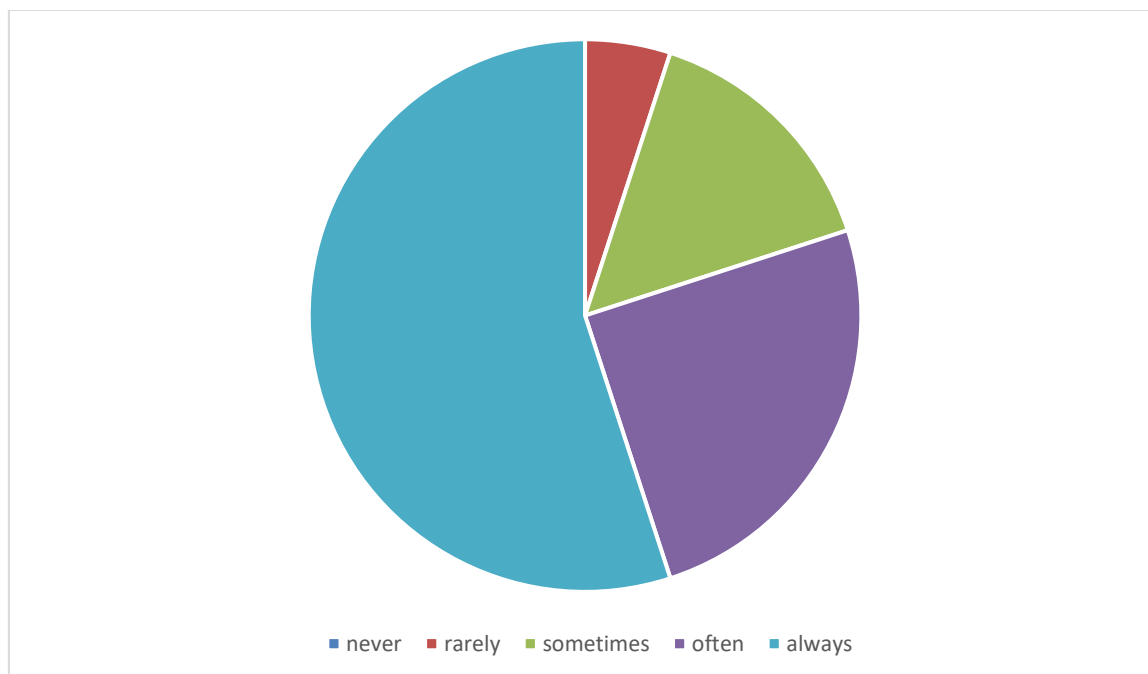


Figure 2.4: taking down notes in the students' own words .

Figure (2.4) indicates that 40% of the students never jot down notes that have been produced in their own words, 35% of them chose the second option which is rarely. However, 15% of them answered by sometimes. And only 10% of the participant responded by Always. According to their answers, we observed that most first year EFL students prefer to follow the instructor's words.

Question 6: I find myself unconsciously summarizing any of the facts presented.

N°	Statement	Never	Rarely	Sometimes	Often	Always
Q6	I find myself unconsciously summarizing any of the facts presented.	0%	10%	15%	45%	30%

Table 3.5: Unconsciously Summarizing the Facts that are Presented.

Concerning table 3.5, 45% of students said that they frequently find themselves unconsciously summarizing any of the facts offered, while 30 % said that they usually do so. And 15% indicated that they do it on occasion. Despite this, just 10% of students responded by Rarely. According to the findings, the majority of students are unconsciously summarizing any of the material offered.

Question 7: I use visual aids (drawings, maps) to help me while my notes.

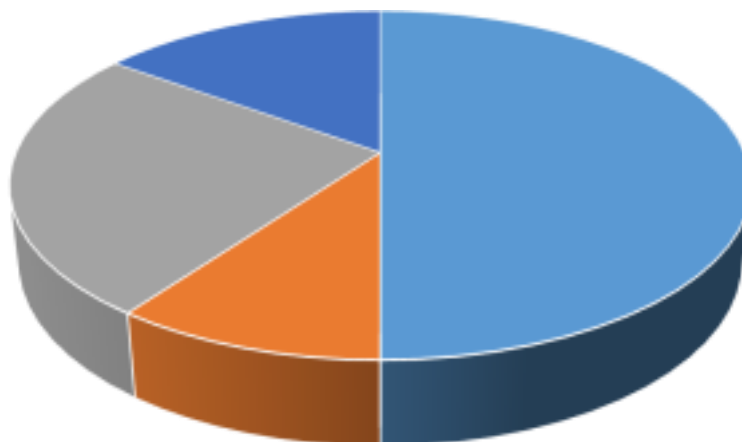


Figure 3.6: Using visual aids that help students in their Notes.

When asked about visual aids, half of the students (50%) said they never use them to help them with their notes. Others, who made about 25% of the total, answered by sometimes. And 15% stated that they do it all the time because it makes it easier for them to write. Furthermore, the results revealed that 10% of respondents answered by infrequently. The result of this question indicated that many students avoid the use visual aids when they scribble down notes.

Question 8: I use the same note-taking method in all of my modules.

N°	Statement	Never	Rarely	Sometimes	often	Always
Q8	I use the same note-taking method in all of my modules.	5%	5%	40%	20%	30%

Table 3.7: The use of the Same Method in All the Modules .

Table 5 shows that nearly half of the participants (40%) used the same note-taking method in all modules. 30% of students always follow the same method, too. While 20% of students frequently use the same method in class, a minority of students do not use it. It

demonstrates that students are taking notes, but they are not aware of when to change their method.

3.1.3 Part three : The benefits behind the process of note taking

The aim behind this part is to describe the benefits of the process of note-taking to enable the students to study in an organised way in order to facilitate the lectures and help them to achieve their writing.

Question9: I rely on my notes when i revise for my exams

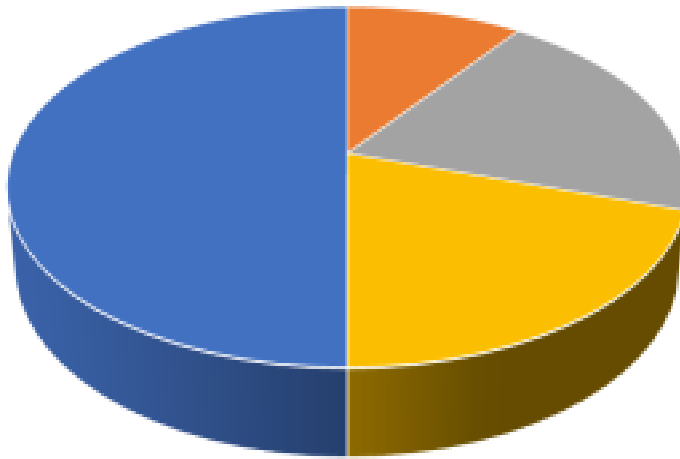


Figure 3.6: the Reliance on Notes when Revising for the Exams.

In response to the question «I rely on my notes when i revise for my exams»,it is found that 50% of the participants answered by ‘‘always’’ and, 20% of the students often rely on their notes when revising for their exams. However, a small percentage of students rarely rely on notes for exams.We can see that most of the time, the majority of students used their notes when revising for their exams, but about 10% do not.

Question 10: Notes make it easier for me to remember the lecture information.

N°	Statement	Never	Rarely	Sometimes	Often	Always
Q10	Notes make it easier for me to remember the lecture information	0%	0%	20%	20%	60%

Table 3.6: the Aid of Note-Taking to Remember the Lecture Information

Taking notes makes it easier for 60% of students to remember the lecture information. According to what we observed in the table 6. (20%) of the participants most of the time remember the lecture information. Students demonstrate in this analysis that notes are extremely beneficial to their memorization.

Question 11: Notes help me to understand the lectures

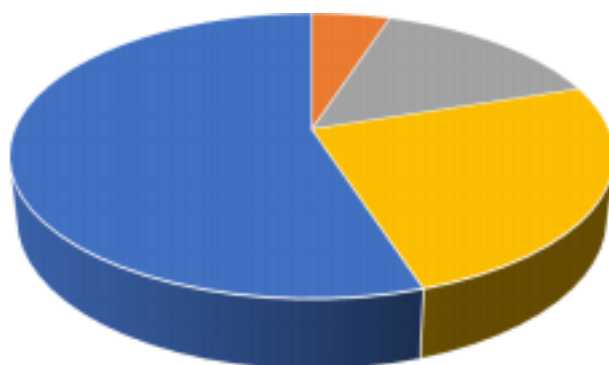


Figure3.7 : the effect of the of note taking on understanding the lectures.

Based on figure 2.7,(55%) of the students state that notes help them to understand the lecture . 25% of the participants often support that. 15% of the participants sometimes notes help them to understand the lecture. While only 5% of participants do not receive assistance in understanding the lecture, this analysis shows that notes are very important in understanding

the lectures.

Question 12: Notes help me to capture important facts,numbers and names that are difficult to remember.

N°	Statement	Never	Rarely	Sometimes	Often	Always
Q12	Notes help me to capture important facts,numbers and names are be difficult to remember.	0%	0%	10%	32%	58%

Table 3.7: The Aid of Notes in Memorisation

According to the findings in table (14) above, the majority of students believe that taking notes can help them remember important facts.In addition, 32% of students often get help from notes in order to capture important facts, numbers and names that will be difficult to remember. A minority of students, about 10% of students, agree with them. However, no students are opposed to this fact.This makes us realize how important notes are for students to learn new information and help them memorize it.

Question 13 : Notes help me perform better in my tests.

N°	Statement	Never	Rarely	Sometimes	Often	Always
Q13	Notes help me perform better in my tests .	5%	10%	15%	25%	45%

Table 3.8 : The Aid of Notes on Performing Better in Tests .

In the table (2.15), 45% of the students get help from notes to perform better on their tests. And 25% of students agree with that. However, 15% of students assist them in performing well on their exams, while small percentage of 5% do not. This demonstrates how notes can help students succeed in their tests.

Question 14 : I have realized the benefits of taking notes in lecture so far.

Figure 3.8: Realisation of Benefits of Taking Note

Figure 3.8 shows that all of the students reacted to this question and their answers were mostly the same. They stated that they have realized the benefits of taking notes in lectures so far (55% of always 20%, often 25%, and sometimes). However, there is no answer for students who disagree. This demonstrates that students understand the value of taking notes.

3.2 Findings

The final chapter discussed the students' answers to the questionnaire. We managed questions for students to examine their thinking skills in NT. As a result, the first finding investigated our first hypothesis, which stated that : although taking notes is an important skill for EFL students, only a small percentage of them are aware of its importance. This hypothesis was confirmed in the analysis of the first part. In addition, the results of second part confirm that students are taking notes, but they are not aware of the method that should be used in writing. The majority of students have benefited from using note-taking process to improve their writing skills and this helped them to improve their academic level. This hypothesis has been proved in the analysis of last part. the whole findings of the study revealed that the process of note-taking and NT strategies have a positive impact on EFL learners' academic achievement.

3.3 Suggestions and recommendations

The purpose of this study is to encourage students to take efficient notes during lectures

and to demonstrate how to do so by teaching them the NT methods. As a result, students are more motivated to succeed. Thanks to notes which help EFL learners with memorisation, they can easily do better in their exams and link note taking with listening, speaking, writing and reading. The results of the questionnaire were a guide to suggest and recommend some suitable elements for students to take them into consideration in the future.

Teachers are advised to:

1. Train their students at the various note-taking techniques to enhance the students speed and promote their level of comprehension.
2. Be aware of recent efforts in the field of notetaking and to take use of the findings of these studies by using them in their classrooms in ways that best suit their students' requirements.
3. Raising awareness towards the importance of NT

For EFL Learners:

1. This research focuses only on the process of NT, so, it is better for future researchers to concentrate on the other skills (LSR).
2. The present study has collected quantitative data from only first year students of the department of English of Laghouat. It is suggested for future researchers who want to work on the impact of NT that it is better to work on more participants from secondary school to make them capable to take efficient notes.

3.4 Limitations of the study

Actually, this study has some limitations. First and foremost, the research is being conducted by specific participants. It is only available to first-year EFL students at the University of Laghouat. Another limitation that faces the research is that it is supposed to investigate the students' questionnaire for a larger number of first year EFL students, but the "corona virus crisis" and the Ramadan period make it way more complicated because we were not able to find them in their classes. A solution was proposed in which we looked for them

outside of the class. For this reason, the questionnaire was given to only 20 students. This number (20) of students was taken because there is no time and no available students to attend classes.

Conclusion

This chapter was concerned with the methodology followed to investigate the methods of NT employed by students, as well as their attitude toward NT with note-taking. We attempted to analyse the data collected from our questionnaire by: firstly discussing the students' attention during and after lectures, then investigating the most commonly used note taking methods, and finally shedding light on the benefits of note-taking as an effective way to assist them in achieving their writing .

General Conclusion

General Conclusion

The present research is based on an investigation of the importance of the skills of NT and NT techniques on students' writing ability in EFL classrooms, and to acknowledge the attitudes that they hold towards them. The present work tried to identify the importance of NT and NT methods. This study shed light on the strategies of NT as well as well as the methods that should be followed by EFL learners during their learning process. Moreover, the work studied the Positive impact of NT.

To accomplish this goal, one questionnaire was distributed and administered by first year LMD English students at the University of Laghouat. The data collected from the students' questionnaire showed that first year EFL students face many problems when they try to write because they don't know when and how to use NT methods and strategies, but these difficulties are overcome after receiving efficient knowledge about them, which clarifies that NT techniques and strategies are very important. Furthermore, the results of the questionnaire revealed that the majority of the students are not aware of the use of NT methods and strategies and their impact on improving their writing skills as well as their academic performance.

As result, the findings generally confirmed the purpose Of the research that is about raising awareness of the importance of NT during the lectures. Also, the impact of NT methods and strategies on improving the academic level of EFL learners, in addition to the positive results of the students' questionnaire that is based on descriptive quantitative design, which tried to collect and analyze the responses of the participants. Most participants gave their positive impression of the benefits of nt. The study also concluded that taking lecture notes is critical to improving efl students ' writing skills and increasing their desire to write

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Appendix

Annexes

Questionnaire for The Students

This questionnaire is intended to investigate first year English students' use of lecture note taking strategies for EFL learners to comprehend lectures. Please fill out all parts of this Questionnaire.

Section one: Background Information

Question1: Please complete this part of questionnaire first:

-Gender a-Male b-Female

Question2: Your choice of English as branch at the University was:

A-Personal b-Imposed

Dear Students:

The following questionnaire has been developed to collect the necessary information for accomplishing a master thesis entitled "Lecture note-taking strategies for EFL learners ".our study case is first licence students at Ammar Thelidji's university of Laghouat the researchers would be grateful if you answered the questions appropriately in the space provided. Your answers will be kept strictly confidential and the given information will be used for research purposes. Please, tick the appropriate box (√).

Thank you in advance for you collaboration.

Part one: Students' Interaction on the Process Note Taking.

N°	Statements		Rarely	Sometimes	Often	Always
1	I pay close attention during the lectures.					
2	I take notes during the lecture.					
3	I take notes after the lecture.					

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Part two: note taking methods

N°	Statement		Rarely	Sometimes	Often	Always
1	I write exactly the same thing as the teacher says.					
2	I take down notes in my own words.					
3	I find myself unconsciously summarizing any of the facts presented.					
4	I use visual aids (drawings, maps) to help me with my notes.					
5	I use the same note-taking method in all of my modules.					

Part three: The Benefits Behind the Process of Note taking

N°	Statement		Rarely	Sometimes	Often	Always
1	I rely on my notes when i revise for my exams.					
2	Notes make it easier for me to remember the lecture information.					
3	Notes help me to understand the lectures.					
4	Notes help me to capture important facts,numbers and names that will be difficult to remember.					
5	Notes help me perform better on my tests.					
6	I have realized the benefits behind taking notes in lecture so far.					