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Department of English



The Role of Note -Taking in Enhancing EFL Students Academic Performance

**Case Study: First year Students of The English department
at Chadli Bendjedid University in El Tarf, Algeria**

*Dissertation Submitted to the Department of English Language in Partial Fulfillment for the
Requirement of the Master Degree in Didactics*

Submitted by:

Miss. Hadil Deloum

Supervised by:

Dr. Redha Ben Achour

BOARD OF EXAMINERS

President : Prof. Berzane Asia

Supervisor : Prof. Redha Benachour

Examiner : Dr. Khaldoun Abdelkader

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Dedication

I want to dedicate this humble work to the most supportive family in the world.

To my hero, my father MOHAMED for his endless love and support.

To my Queen, the light of my heart, my paradise on earth, my beautiful mother ILHEM
for her endless support, encouragement and love.

To my lovely sister NOURHENE and my beloved brother ZINE EDDINE to whom I am
very grateful for their encouragement.

To every member of the DELLOUM family my uncle and my aunts especially NORA
and YASMINE for their endless love and warm hearted advice.

To every member of the LOUCHENE family my uncles and my aunts and their children
especially my cousins NARIMANE and NESRINE for their kindness, endless love and
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A Special dedication to my one and only, my number one supporter on this earth, my
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I want to thank her for having my back, for believing in me, and for being an
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«Praise to Allah, who has guided us to this; and we would never have been guided if Allah had not guided us»

In the name of Allah, the most gracious, the most merciful, all the praise is to his almighty for giving me strength and patience to achieve this work.

A journey of five years in the department of English language at CHADLI BENDJEDID University has come to an end by putting my dissertation in light.

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Abstract

This study aims at describing and exploring the role of note-taking as a technique to enhance students' academic performance. It attempts to find answers to the main research questions saying : what are students and teachers' perceptions towards the use of note taking as a technique to improve learning? In addition, what is the role of note taking in developing students' learning capacities? In order to answer the research questions and confirm the hypotheses saying that the activity of note taking is a useful technique that plays a role in improving learning because it boosts students' understanding, promotes their active learning and increases their creativity. As well as, teachers and students view that adopting the technique of taking notes during courses is fruitful and helpful since it provides students with a source of learning, it boosts their cognitive abilities and activates their understanding, and a descriptive study was embraced. The research was conducted by using a mixed method (quantitative and qualitative). For the sake of gathering the data obtained for the fieldwork, a questionnaire was submitted to EFL first year students of the English department at Chadli BenDjedid University, and an online interview that was emailed to the teachers of the English department. The findings aligned with the research hypotheses and revealed that note taking is a useful technique that helps students improve their learning achievements since it boosts their understanding and organizes their work and it was supported by teachers to be adopted as a fruitful technique to enhance students' academic performance. Based on the findings of this research, some pedagogical recommendations were suggested to teachers, students and further research.

Keywords: Note taking, Useful technique, Improving learning, Active learning, Students academic performance.

الملخص

تهدف هذه الدراسة إلى وصف واستكشاف دور تدوين الملاحظات كأسلوب لتحسين الأداء الأكاديمي للطلاب. يحاول العثور على إجابات لأسئلة البحث الرئيسية وهي تصورات الطلاب والمعلمين تجاه استخدام تدوين الملاحظات كأسلوب لتحسين التعلم وما هو دور تدوين الملاحظات في تطوير قدرات التعلم لدى الطلاب. للإجابة على أسئلة البحث وتأكيد الفرضيات القائلة بأن نشاط تدوين الملاحظات هو أسلوب مفيد يلعب دورًا في تحسين التعلم لأنه يعزز فهم الطلاب ويعزز التعلم النشط لديهم ويزيد من إبداعهم. بالإضافة إلى ذلك، يرى المعلمون والطلاب أن تبني أسلوب تدوين الملاحظات أثناء الدورات أمر مثمر ومفيد لأنه يوفر للطلاب مصدرًا للتعلم، كما أنه يعزز قدراتهم المعرفية وينشط فهمهم، وقد تم تبني دراسة وصفية. أجري البحث بطريقة مختلطة (كمية ونوعية). من أجل جمع البيانات التي تم الحصول عليها للعمل الميداني، تم تقديم استبيان لطلاب السنة الأولى من قسم اللغة الإنجليزية بجامعة شادلي بن جديد، ومقابلة عبر الإنترنت تم إرسالها بالبريد الإلكتروني إلى معلمي قسم اللغة الإنجليزية. تتوافق النتائج مع فرضيات البحث وكشفت أن تدوين الملاحظات هو أسلوب مفيد يساعد الطلاب على تحسين إنجازاتهم التعليمية لأنه يعزز فهمهم وينظم عملهم وقد تم دعمه من قبل المعلمين ليتم اعتماده كأسلوب مثمر لتعزيز الأداء الأكاديمي للطلاب. بناءً على نتائج هذا البحث، تم اقتراح بعض التوصيات التربوية للمعلمين والطلاب وبحث أخرى، تدوين الملاحظات، تقنية مفيدة، تحسين التعلم، التعلم النشط، الأداء الأكاديمي للطلاب الكلمات الدالة

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List of Abbreviations

EFL	English as a Foreign Language
FL	Foreign Language

Chapter One

Introduction

Introduction

This study is conducted to explore the role of note taking in the process of learning. It aims at discovering the utility of note taking as a technique to improve students' Academic performance.

Note taking is the practice of recording information captured from another source. It is considered as a crucial part in the learning process and a useful active technique that enhances learning and raises the chance for ameliorating students' level. Moreover , it is a helpful technique to enhance students' learning because it boosts their understanding, promotes their active learning ,and increases their creativity.

1. Statement of the Problem

The act of taking notes is crucial to the process of learning a foreign language (FL). It is seen as a necessary element of the writing practice ;since it helps students in retaining material and developing a permanent external memory that can be checked to prevent forgetfulness.

Note taking is an essential aspect of the learning process, and it plays a crucial role in students' academic performance. However, there is limited research that has been conducted to understand the impact of note taking on students' academic performance since the existing research has focused on the techniques and strategies of note taking. Therefore, the problem that this research seeks to address is to find out the impact of note taking on students academic performance .

Specifically, the research will seek to investigate the relationship between note taking and academic performance, the most effective note-taking strategies, and the factors that influence note-taking effectiveness. The findings of this research will be valuable to

educators and the ministry of education ,as they seek to improve students' academic performance by optimizing note-taking practices.

2. Aims of the study

Throughout this dissertation , we are aiming to find the role of note taking in developing the students' academic achievement and learning process of EFL learners.

This study aims to :

1. Find out the types of note taking made by the learners.
2. Examine the note taking technique to enhance students' learning process.
3. Offer possible solutions that may help EFL learners to overcome note taking errors.
4. Identify the most effective note-taking strategies.
5. Provide evidence-based recommendations for improving note-taking practices:

This current research is carried out to highlight the need of EFL learners with the use of note taking by proposing feasible pedagogical techniques to enhance their learning process.

3. Research Questions

Research shows that there is a great effectiveness for the use of note taking techniques to enhance the learning process of EFL learners.

Bearing all this in mind, the study tries to find answers to the following questions:

1. What are students and teachers' perceptions towards the use of taking notes technique to improve learning?
2. What is the role of the activity of note taking that plays for developing students' learning capacities?

4. Research hypotheses

In attempt to answer the previously asked questions, we hypothesize that :

1. The activity of note taking is a useful technique that plays a role in improving learning; because it boosts students' understanding, promotes their active learning , and increases their creativity.
2. Teachers and students view that adopting the technique of taking notes during courses is fruitful and helpful; it provides students with a source of learning, boosts their cognitive abilities and activates their understanding.

5. Method

In order to validate or refute the above-mentioned hypotheses, we employed the descriptive method, thus we selected 60 students that represented the sample of the study that was selected randomly. We decided to use a questionnaire and an interview that has been done with the teachers as research tools to collect the data. The participants of this study are first year students of the department of English At chadli ben djedid university.

6. Structure of the study

The present study is composed of four chapters. In chapter one, we presented the introduction with all of its components . The second chapter represented the literature review of the note taking committed by EFL learners, as well as the relationship between note taking and students' learning process. The third chapter dealt with the methodology, the data gathering tools and the used method. Chapter four was about the data analyses and interpretation, it contains a detailed analysis of students' questionnaire and teachers



interview as well as the discussion of the results, implications of the study and finally the recommendations,

Chapter Two

Literature Review

Introduction

When given assignments that place a greater emphasis on comprehension during the teaching learning process. In order to help teachers and students reach their teaching and learning goals, researchers are interested in creating innovative strategies and methodologies.

One of the most challenging tasks for a student to compete well is note taking. It can be challenging for them to decide what to write down, what information is crucial or pertinent, or how to organize their notes for further use. It is noteworthy that this chapter clarifies the benefits of note taking, the best ways to do so (tips), and the best ways to use them to help students develop their skills and make taking notes truly useful.

1. General Concept of Note taking

Note taking entails recording the information we learn through our senses on paper. The information taken into consideration here consists of numbers, letters, words, or whole sentences. Taking notes is crucial if we want to be able to fully account for what we observe, hear, discuss, or think while we are perceiving knowledge. As it is evident that we cannot fully recall all we observe, it is preferable to take notes as events unfold.

According to the Oxford dictionary, note-taking is “noting something down “to be remembered later. (Oxford Dictionary, 2002, p.362)

Numerous academics have offered various definitions of note-taking. According to Nordquist (2019, p.65), note-taking is "the process of writing down or otherwise documenting essential bits of information". i.e. It entails outlining the key terms that must be retained. O'Malley and Chamot (1995) defined note-taking as "writing down the keywords and concepts in abridged verbal, pictorial, or numerical form to support the performance of a linguistic task" (p.138). In other words, taking notes involves keeping a

record of the key points that were made during the lecture and could be useful to the students while they study.

Moreover, Piolat et al. (2005) described note taking as the process of making the information from the source material accurate. This is done in addition to listening, learning, or observing. Although note-takers may have diverse motivations for taking notes, the fundamental purpose of taking notes is to store information from a variety of sources. In other words, taking notes gives note-takers a reliable external memory that benefits them in their daily lives, their educational pursuits, and their careers.

Titsworth (2001) asserted that students should focus on a variety of cues from lecturers while taking notes, including variations in prosody, fluency, notes written on the board, etc. Contrarily, a range of typographic and linguistic markings, including headings, titles, connectives, etc., aid in the selection of the content when taking notes while reading (Sanchez, Lorch, & Lorch, 2011). Hence, note-takers engage in fewer cognitive processes when taking notes from reading than when taking notes from lectures or audio materials (Piolat et al., 2005).

Dewitt (2007, p.74) stated that note taking is described as "an external memory aid that refers to producing a brief record of facts to be recalled". It is considered that taking notes is more than just recording information; it is also a method for remembering and reusing the written ideas and words.

The previous definition is modified for the current study: Students can improve their learning by using note-taking, which mostly involves documenting knowledge from written materials or from lectures given by teachers. It is mostly used to keep students' attention in class and to assist them in finding materials that are simple and straightforward to study for tests.

2. Importance of Note taking

The short-term memory of EFL students makes it difficult for them to decode and comprehend lectures or texts. As a result, researchers view taking good notes as a talent that students can develop to help them remember material from lectures, books, or any other setting that they will need to use to successfully complete their academic program. Kobayashi (2005); Ayer & Milson (1993)

When studying a FL, note taking is crucial because it enables students to record and alter material that they hear or read using various techniques, such as graphic organizers (Katayama & Robinson, 2000).

According to Barnett et al. (1981), students who take notes try to memorize and understand important terminology and concepts or just store them externally in other devices to lessen comprehension challenges and make it easier for them to recollect the knowledge later.

Moreover, the use of note-taking as a study tool that enhances students' ability to pick up new terms, remember them, acquire them, and comprehend them for usage later on is supported by Zohrabi and Esfandyari (2014).

According to Hartley (2002), note taking notes is essential for preserving transferred knowledge and promoting reflection. He continues by saying that this information processing tool is frequently employed in both academic and everyday contexts in order to generate opinions and resolve various problems.

Thus, taking notes is seen as a key method in the learning process because it improves students' attention while also reviewing the material for use in revision and other tasks. Effective notes also shorten study sessions and improve memory recall for students. In other words, taking notes is a crucial tool in many communication contexts, particularly at the collegiate level, which is the focus of the current study.

Overall, Note-Taking is a process of understanding, organizing and recording information captured from other resources.

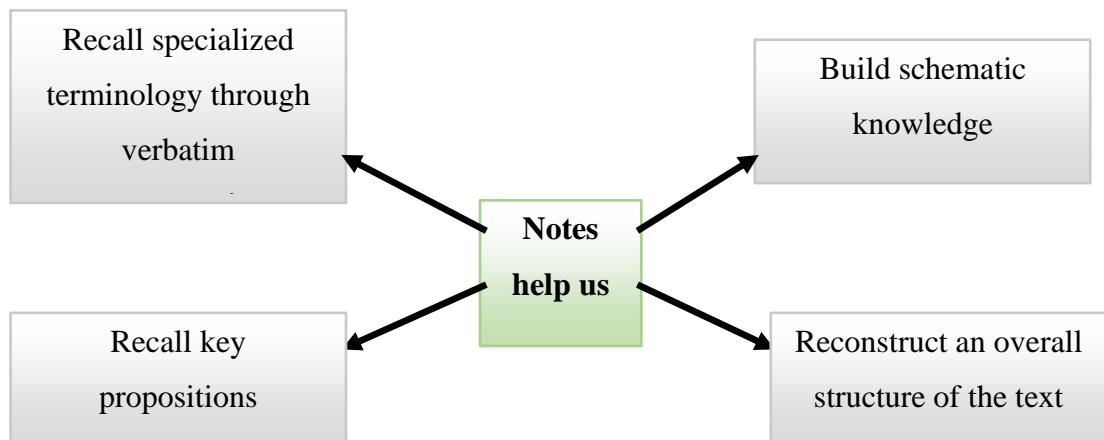


Figure 01 : The importance of notes in the learning process (Based on previous knowledge)

3. Functions of Note taking

The concept of note-taking consists of multiple functions .According to Kiewra (1987), note-taking serves two key purposes that make it an excellent method for many students. The first is that taking notes enables students to comprehend ideas and concepts that are unclear to them (the storage function).

The second benefit is that taking notes helps students retain material so they can recall it later on without consulting the original source (the encoding function). Both activities help the students focus on key details.

3.1. The storage function:

This function suggests that reading over written notes makes it easier to retain information. According to Kiewra (1985), rereading notes has been demonstrated to improve exam performance for pupils who do so as opposed to those who do not (as cited in Kiewra, 1989). Besides, the students' incomplete notes have an impact on the storage function. To avoid having students split their focus between listening and taking notes, several academics

have suggested giving them notes either from the instructor or from other students. Students will receive comprehensive notes as a result of this exercise to support review (Kiewra, 1989).

According to Kiewra (1989), there is no access to the notes that instructors have supplied. "My personal talks with faculty reveal that instructors view themselves as too busy to perform such a service,". They believe that taking notes is a student's obligation even more vehemently. (p.152). Meaning that teachers are unable to provide notes since they view this as a student obligation.

3.2. The encoding function:

The encoding function suggests taking notes even if you don't review them because recording is useful in and of itself. According to Einstein et al. (1985) (as referenced in Kiewra, 1989), note-taking promotes attention, elaborative processing of specific concepts, and organizing of ideas. This is why it is important to keep track of information.

According to Kiewra (1985), these two roles have been the subject of about 100 research, the majority of which have concentrated on the one thought to be the most crucial. The integration of both functions is crucial because they aid in achievement, but Kiewra (1985) challenged this type of research. So, we must concentrate on note-taking techniques and how to evaluate them for tests (as cited in Kiewra, 1989).

According to the external storage hypothesis, reviewing one's notes later on yields the majority of the benefits of taking notes. This theory states that while taking notes, the audience is focused on writing down the material word for word and capturing as much information as they can. Yet, note-takers evaluate freshly acquired information with that already stored and clarify some points to use the knowledge later while reviewing the notes (Carrier, 1983).

4. Purpose of Note taking

Note-taking is advantageous in several areas. According to Kiewra (1989), taking notes during lectures is advantageous because it helps students learn by triggering purposeful mechanisms and engaging their cognitive processes for coding, integrating, synthesizing, and translating auditorily received material into a personally meaningful form. It is an excellent talent that serves as a form of learning by assisting students in comprehending and remembering the stuff they read and enhancing their academic performance; they write down significant facts and conclusions rather than specifics to be evaluated.

In addition, Hartley (2002, p.69) stated that “note taking serves as the foundation for another crucial duty called reflection in order to keep transferred knowledge frequently”. Besides, making judgements, resolving problems, and making decisions all include the use of note-taking, which is an efficient information-processing tool utilized in everyday life and many professions. Students take notes for a variety of reasons, including: to learn, to improve long-term retention, to record occurrences, and to clarify knowledge for later use. Also, taking notes is important for gathering the data needed to support arguments and jotting down ideas for later use.

Some researchers identified various justifications for note taking; Cottrell (2003) highlighted the following:

- Notes are an essential record of the source of the material (for referencing purpose).
- Note taking is helpful for future revision, especially when completing writing assignments or studying for tests.
- Note taking helps with remembering. In particular for exams, summarizing in your own words might improve your memory of the material.

- Note taking can aid in or facilitate the process of paying attention throughout the presentation.

5. Note taking stages

In order to quickly absorb lectures and get the highest outcomes, taking effective notes is crucial. Before the lecture and after the class has finished, students take notes.

5.1. Pre-lecturing

Students must research and study about a certain subject before the lesson in order to take notes efficiently. They might gain a general understanding of the key ideas or background knowledge via this practice. In order to eliminate distractions, students should sit as close to the front of the room as they can. To activate prior knowledge, students might revisit earlier material (Boyle, 2007).

5.2. During-lecturing

According to Boyle and Weishaar's (2001) research, taking notes during lectures has two main benefits; it helps students retain lecture knowledge and it aids in helping them understand key topics. It has been demonstrated by researchers (Aiken, Thomas, and Shennum, 1975; Bretzing and Kulhavy, 1979; DiVesta & Gray, 1972; Kiewra, 1984) that taking notes during lectures for students greatly improves knowledge and memory of material later on. For instance, students who took notes increased their focus on the lecture material (Kiewra, 1987); engaged in the lectures constructively (DiVesta & Gray, 1972); reworded and elaborated on the lecture material (Suritsky & Hughes, 1996); sought to clarify their understanding of perplexing concepts (Ruhl & Suritsky, 1995); and performed better on tests based on the lecture material (Peper & Mayer, 1986) as cited in page 133 of Boyle & Weishaar (2001).

5.3. After the lecture

Reviewing lectures is the last step in taking notes. According to Suritsky and Hughes (1996), reviewing includes analyzing the recorded notes to fill in the blanks, clarify complex concepts, and fix spelling errors. Following lectures, reviewing notes is encouraged in order to improve learning outcomes. Also, it transfers fresh information and abilities from short-term to long-term memory.

6. Note taking Methods

Not all students take notes in the same way since one method may work for one lecture but not another. There are five different ways to take notes: the Sentence approach, the Outline method, the Mapping method, and the Cornell method.

6.1. The Cornell Method

Walter Pauk first presented it at Cornell University in the 1950s. This approach works in all classrooms, and the notes can be taken from either lectures or books. The Cornell method, according to Pauk (2014), is more of a methodology for arranging the notes into a useful study guide than it is a way of taking and recording arbitrary notes. because it encourages critical thinking and active learning.

Based on Rauchhaupt (2010) point of view, the Cornell Method notes should be organized in a precise way on the notebook, or students can download particular documents from the internet. He clarified that there are three primary sections in the downloaded paper; the first is referred to as the note-taking column and is reserved for the information from lectures. It also occupies the most space. The second component, known as the cue-column, is on the left and serves as the space where the cues or major subjects are written. As the name suggests, the third column, which is located at the bottom of the document, is designated for lecture summaries as it is shown in figure 02.

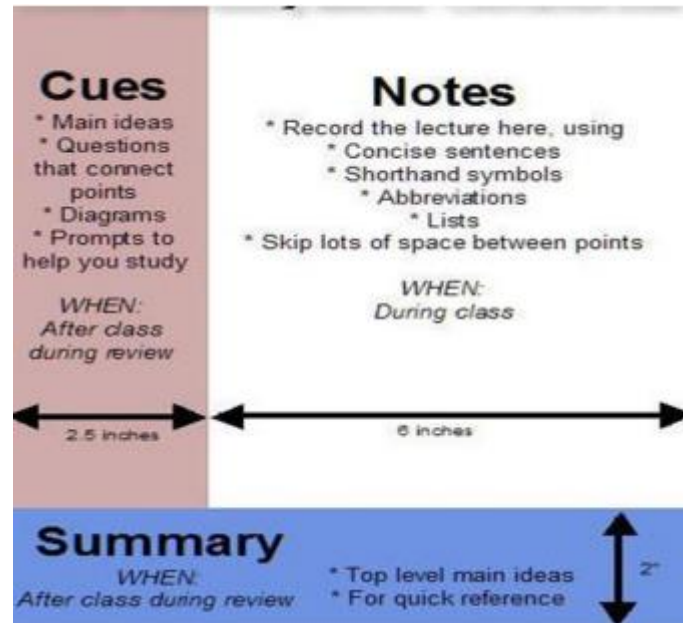


Figure 02: The Cornell Method (Pauk, 2001).

6.2. The Outline Method

The outline technique representing information from the lecture is used one after the other with dashes at the start of each new thought and no other type of numeration is employed, according to Rauschhaupt (2010). He claims that this approach is criticized in part because there is no distinction between an important notion and a less important one. This approach, according to him, "can be most useful when your note-taking skills are excellent and crisp and you can handle the outlining regardless of the note-taking situation" It implies that students can employ note-taking techniques in various contexts if they have mastered them or are specialists in this field.

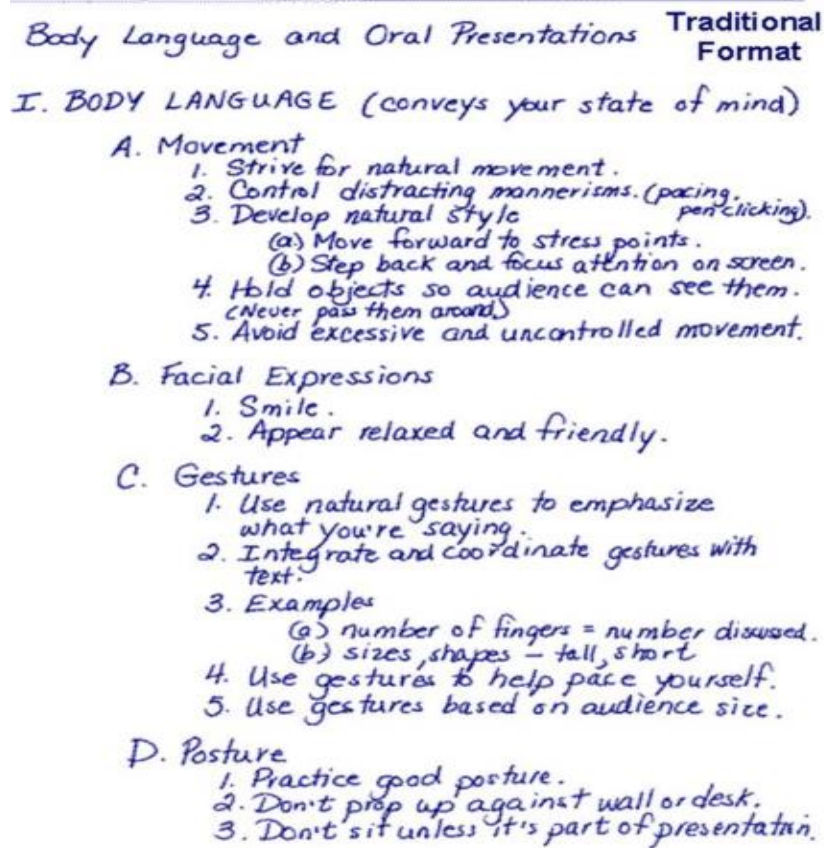


Figure 03: a sample of outline method (Adapted from university of Tennessee at Chattanooga).

6.3. The Mapping method

Mapping is another method of note-taking. Rauschhaupt (2010) claims that The Mapping uses the use of graphics in collecting lecture notes and provides a visual representation of the lecture. Critical thinking skills are developed using this strategy. Concept mapping is what John and Mort (1994) referred to as they advise utilizing A4 size papers to include as many notes as possible from the students as it is represented in figure 04. When there is no alternative way to offer a lesson, this method of taking notes is typically used.



Figure 04: mapping method (Wikipedia, 2023)

6.4. The Charting Method

Another method of note-taking is the charting method. According to Rauschhaupt (2010), when the lecture is different, like a chronology or historical event, the Charting Technique is employed more frequently. He explained that students of this type are required to draw columns with titles in advance on their notebook pages so they can fill them with pertinent information and save time. Students are then required to write subtitles and the pertinent information related to each title beneath the main title. It denotes that data is arranged and summarized in charts which is presented in the following table :

Table 01

A sample of charting (adapted from Academic Success & Disability Services, 2015)

How?	Advantages	Disadvantages	When to use it?
Set up your paper in columns and label appropriate headings	Helps pull out most relevant information	Can be hard system to use during a lecture	If you'll be tested on facts and relationships
Headings could categories covered in the lecture	Reduces amount of writing	Note a lot of room to write	If content is heavy and presented quickly

Insert information (words, phrases, main ideas..etc) into appropriate category	Provides easy review for memorizing facts and studying comparisons and relationships	Need to know the content that will be covered beforehand	If you want to get an overview of the whole lecture on one sheet of paper
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6.5. The Sentence Method

According to Rauschhaupt (2010), numeration is crucial when using the sentence technique because each new thought is placed on a separate line as it is shown in figure 05. He claims that while this approach is tremendously helpful when the presentation is well-organized, it becomes very burdensome when the information is presented too quickly. This means that students of this type take lecture notes in a straightforward manner using separate phrases.

In addition, Rauschhaupt (2010) said that one benefit of this strategy is that pupils are unable to distinguish between significant and unimportant ideas. This method differs from other methods in that the latter require the usage of short forms and phrases rather than whole sentences.

1. Write every new thought, fact, or topic on a separate line as you progress, numbering each sentence.
2. Advantages: it is more organized than writing paragraphs and still records most of the information.
3. Disadvantages: it is hard to determine major/minor points and it is hard to edit and review with clean-up.
4. It is a good method when there is lots of information and you do not know how the ideas fit together.

Figure 05: a sample of the sentence method (Academic Success & Disability Services, 2015)

7. The Link between Note taking and Students' academic performance

Note-taking is a skill that unquestionably shows a thorough knowledge of the course material in the first place, which implies easy retention of information and, therefore, greatly aids the revision later and, consequently, the easy recall of concepts and ideas during sessions.

According to the body of studies on note-taking (Bligh 2000; DeZure, Kaplan, & Deerman 2001; Kiewra et al 1991), taking notes in class and afterwards reviewing those notes generally has a favorable impact on student learning. Also, studies have shown that taking notes helps students remember lectures better and performs better on tests of recall and synthesis than students who do not take notes (Kiewra et al 1991). Boye (2012) further, saying that pupils who take notes benefit from both external storage and cognitive encoding.

- External storage: serves as a place to store knowledge and information for later evaluation. He contends that this is unquestionably a crucial role, especially when it is combined with review of those notes.
- Encoding of information: Boye (2012) argued that we might not be aware of the fact that taking notes plays a crucial role in aiding in the "writing" of information on the brain. He said that "people better retain contents that they have made themselves (personal notes) than materials generated by others (someone else's notes), and students actually begin to learn and memorize during note taking, particularly when engaged in deep understanding."

Taking notes when participating in a learning environment is very vital and helpful, especially while learning EFL, but what's more crucial is using those notes to meet the criteria for writing assignments that students have previously been exposed to. Any learning task's main goal is to improve student achievement and inspire students to study as much as possible.

Chapter Three

Methodology

Introduction

This chapter is an outline of the methodology that was used in this research study to obtain the needed data. Therefore, this chapter introduces the research design along with the participants involved in the study, the tools that were used to collect and analyze the data collection and finally the research procedure.

1. Research design

This study used mixed methods as we are opting for the descriptive approach. We have chosen this method because it is the most suitable for gathering data about the role of note taking techniques in enhancing EFL students' learning performance. That's why both a questionnaire submitted to first year students of the department of English in Chadli BenDjedid University El Tarf in addition to an online interview sent to the teachers of the department of English were adopted.

2. Participants

In order to collect a sufficient amount of data about the role of note taking techniques to enhance EFL students' learning performance, a sample of EFL first year students was chosen. A number of 60 EFL first year students and six teachers of the English department at Chadli BenDjedid University were selected. The reason behind using this sample is because first year EFL students are novice learners in which they are not familiar with the English language and they are not exposed to it very much in their daily life. That's why they are favorable to study closely the impact of note taking on their academic performance. For the teachers, they were chosen to know if they adopt note taking in their learning and how it affects their students' academic performance.

3. Research instruments

The current study aims to find out the role of note taking techniques in enhancing EFL students' learning performance. In order to gather the needed data, both EFL teachers and students' points of view were needed. For that, a questionnaire for first year EFL students and an interview for EFL teachers both at the level of the English language department at Chadli BenDjedid University were selected.

4. Research procedure

Data have been collected in an appropriate manner to meet the objective of the study and answering the research questions. As mentioned previously in the methodology, this research adopted two data gathering tools. The first instrument is a questionnaire handed to efl first year students of the English department (the sample required was 60 students but only 50 ones answered the questionnaire). The sample was chosen purposefully since EFL first year students were newly exposed to English language as deeply as much. Adding to that, it took them nearly half an hour to answer the questionnaire since they are novice learners but they did it successfully and they immediately responded to the request so their contribution was extremely helpful. All in all, it was a successful tool because it provided the students opinions towards the concept of note taking in general and how it affects their academic performance. The second tool was an online interview conducted with the teachers at the level of the English department in which they were chosen randomly to gather a variety of information from their different teaching phases. The sample consists of six teachers in which the interview consisted of eight questions that were emailed to them due to the academic holiday but unfortunately only four of them answered the questions of the interview and kindly sent it to me via email. Some of the teachers were quite helpful and responded in a short period, some took a while to answer which left the work delayed and

others didn't even respond. Teachers' answers were accurate and helpful which helped in gathering the needed correspondent data.

5. Description of the instruments

5.1. Students Questionnaire

This questionnaire was submitted to 60 first year EFL students of the department of English at Chadli BenDjedid University to know their perspectives about the use of note taking techniques and how it affects their academic performance .The questionnaire is a series of questions that contains open ended questions and closed ended questions that were divided into two sections. Section one which contains 11 questions about students' attitude towards note taking. Section two which contains two questions about students' attitudes towards academic performance using note taking .The primary declared population of EFL students of English department at Chadli BenDjedid University was 60 students but only 50 responded to the questionnaire.

5.2. Teachers Interview

This interview was conducted to get to know EFL teachers of the English department at Chadli Ben Djedid perspectives towards using note taking in their teaching and how it affects their students' academic performance. The reason behind choosing the interview as a tool is that it is more practical to gather different points of view about this matter. The primary declared population was six teachers at the level of the department of English language but only four of the teachers responded.

Due to the academic holidays, the interview was conducted online in which the interview questions were emailed to the teachers .The interview was a set of eight questions, each question aimed at gathering enough data to convey the research questions and support the hypothesis.

Conclusion

The previously presented chapter was an outline of the methodology that will be followed through the data gathering process. The chapter introduces the research design, the population involved as well as the tools that were used and a detailed description of these instruments

Chapter Four

Results and Discussion

Introduction

This present chapter is an interpretation of the results found following the investigation procedures. For that, the results will be introduced in figures in the form of pie charts. These data were obtained from different data gathering tools, namely a questionnaire that was submitted to 50 EFL first year students at the English language department of Chadli BenDjedid University and an online interview that was emailed to six teachers of the English department. Additionally, this chapter gives a complete explanation and discussion of the research hypotheses that have been set to be proved or rejected by the sample after analyzing the collected data. Also, it highlights the implications and limitations of the study in addition to a list of pedagogical recommendations for teachers, students, and further research.

1. Analysis of Students' Questionnaire

Section One: Students Attitudes towards Note Taking

Q1. Have you ever heard of the term note taking?

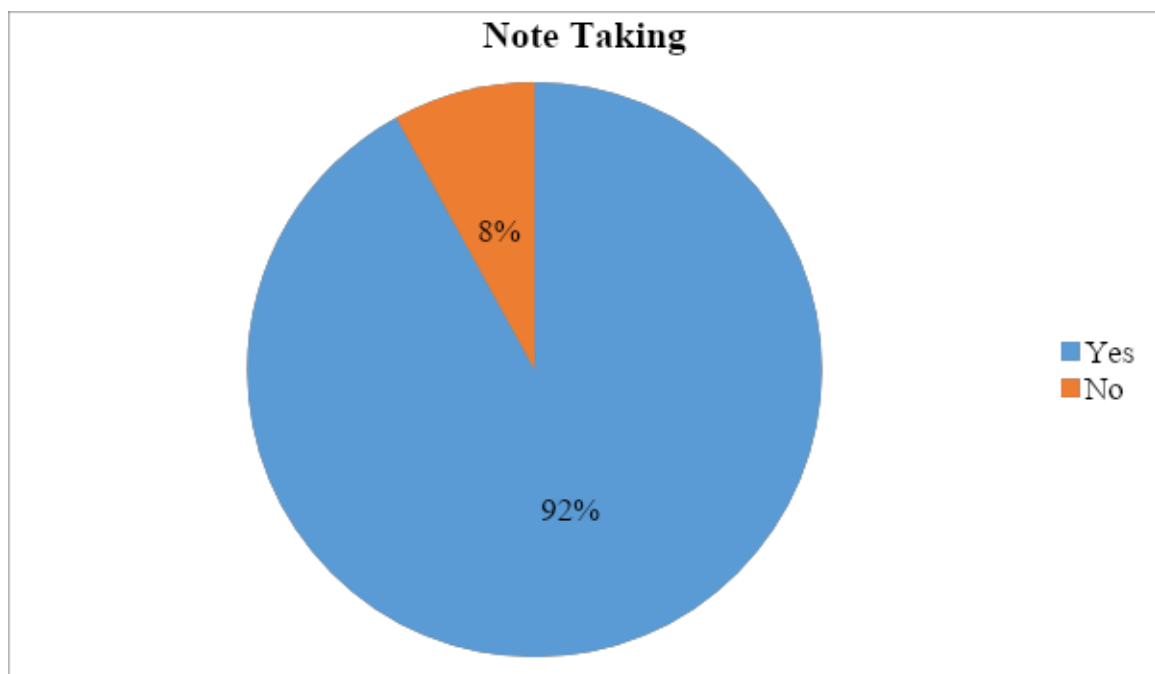


Figure 06: Students Knowledge about Note Taking

Figure (06) shows that 92% of the students have knowledge about note taking but the remaining 8 % don't have an idea about it. The reported results confirm that the majority of the students are aware about this technique and in the following analysis we are going to see if they use note taking in their learning phase.

Q2. Have you been in an English classroom where the teacher used this technique?

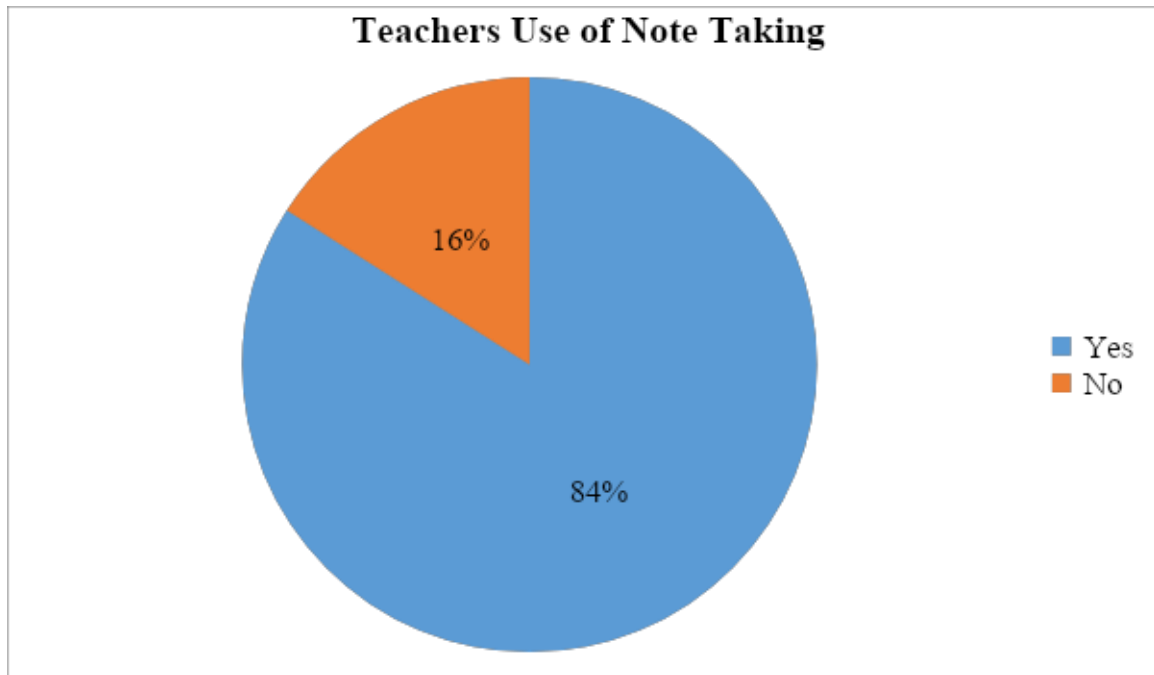


Figure 07: Teachers use of Note Taking in Classrooms

Figure (07) shows that 84 % of the students were in classrooms where the teachers used the note taking technique in their class but the remaining 16 % didn't experience it with their teachers. The revealed results illustrate that the majority of the sample take notes while their teachers give lectures. The following analysis will show the efficiency of taking notes during lectures.

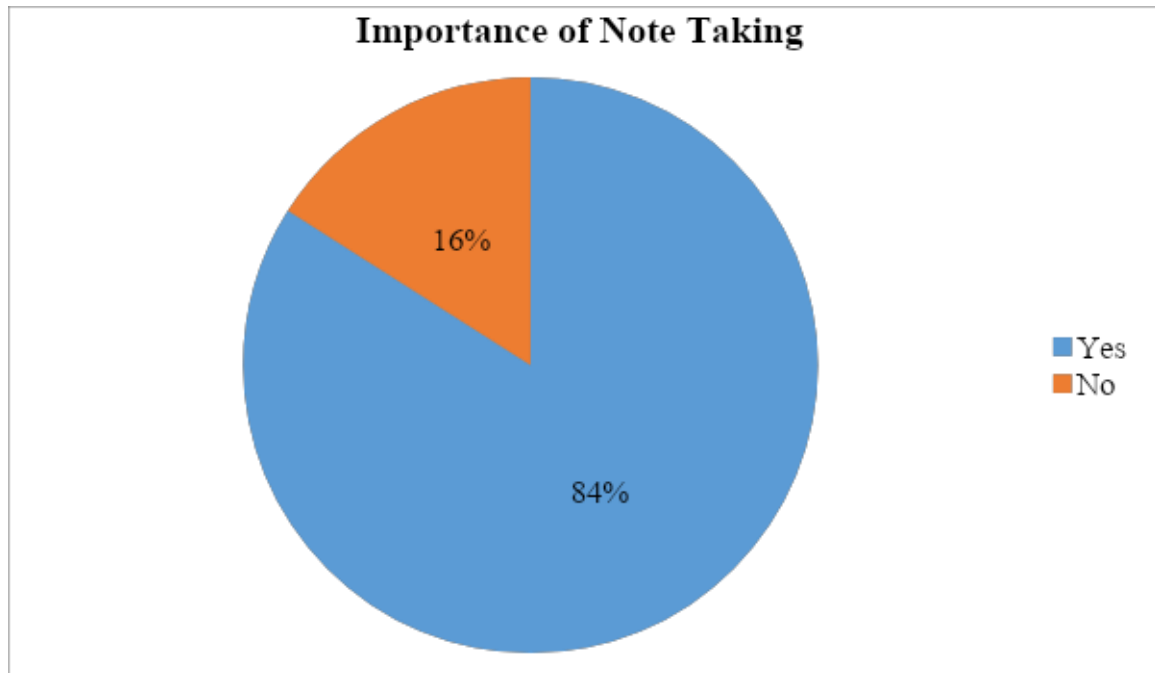
Q3. Do you believe that note taking is important during the lectures?

Figure 08: Importance of Students Note Taking during the Lectures

Figure (08) describes that 84% of the students believe that note taking is important during lectures and the remaining 16% didn't agree about the importance of including note taking during the lessons. The reported results show that the majority of the sample confirms that note taking is effective during the lectures. Students who said that it is important agreed on the same facts that taking notes help them organize the important data taken from the teachers. They added that taking notes is a good technique to memorize new vocabulary and enrich their repertoire grasped from the lessons to better understand and remember each and every important detail. On the other hand, the students who said that taking notes during lectures is not that important argued that it is because not all the lessons require taking notes because of the importance of each area of it and that taking notes distracts them from paying attention to those important areas of the lesson. They added that

taking notes is a messy process since it requires writing the notes by hand quickly so it needs much effort and as a result they can't understand what they have written.

Q4. How often do you take notes during lectures?

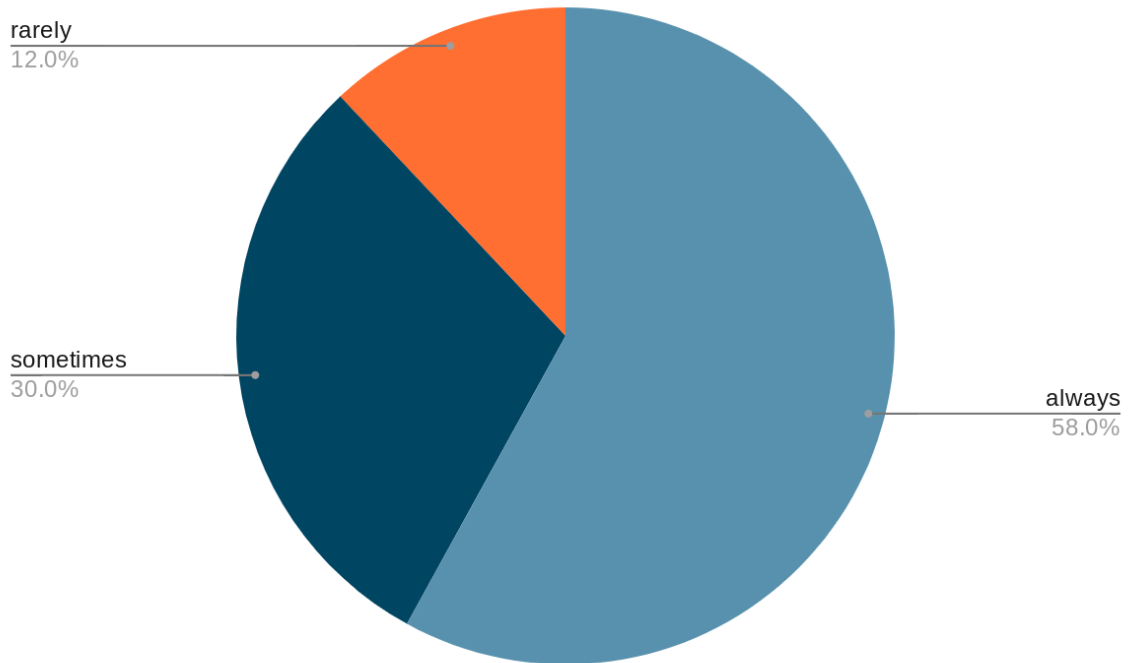


Figure 09: Students Note Taking during the Lectures

Figure (09) shows that 58% of the sample students always take notes during lectures, 30 % of them take notes sometimes ,and the remaining 12 % of the sample did it rarely in which the importance of taking notes is remarkable from the last analysis in which the majority of the students confirm it .

Q5. Do you think that note taking techniques facilitate the learning process?

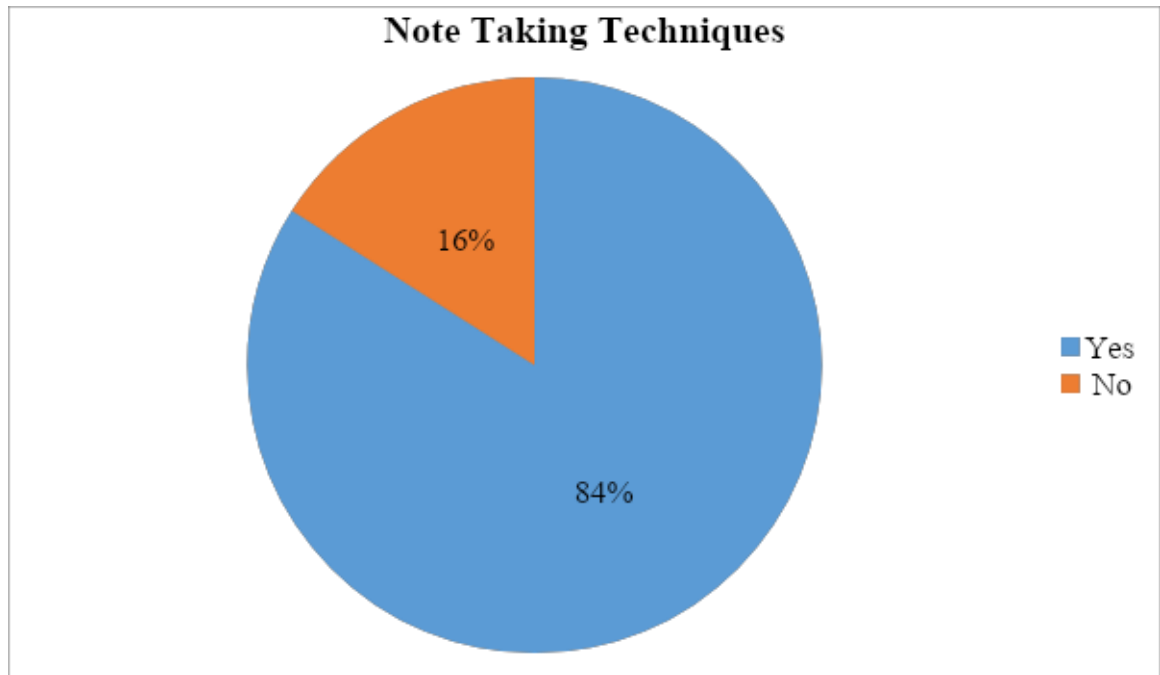


Figure 10: Note Taking Technique in facilitating the learning process

Figure (10) shows that 84% of the students believe that note taking technique facilitates the learning process in which we see from the last analysis that the majority of the students used this technique in their learning phase and agreed on its importance in enhancing their academic performance, whereas the remaining 16% didn't agree that the technique of note taking makes the learning process easier.

Q6. Do you face any difficulties in taking notes during the lessons?

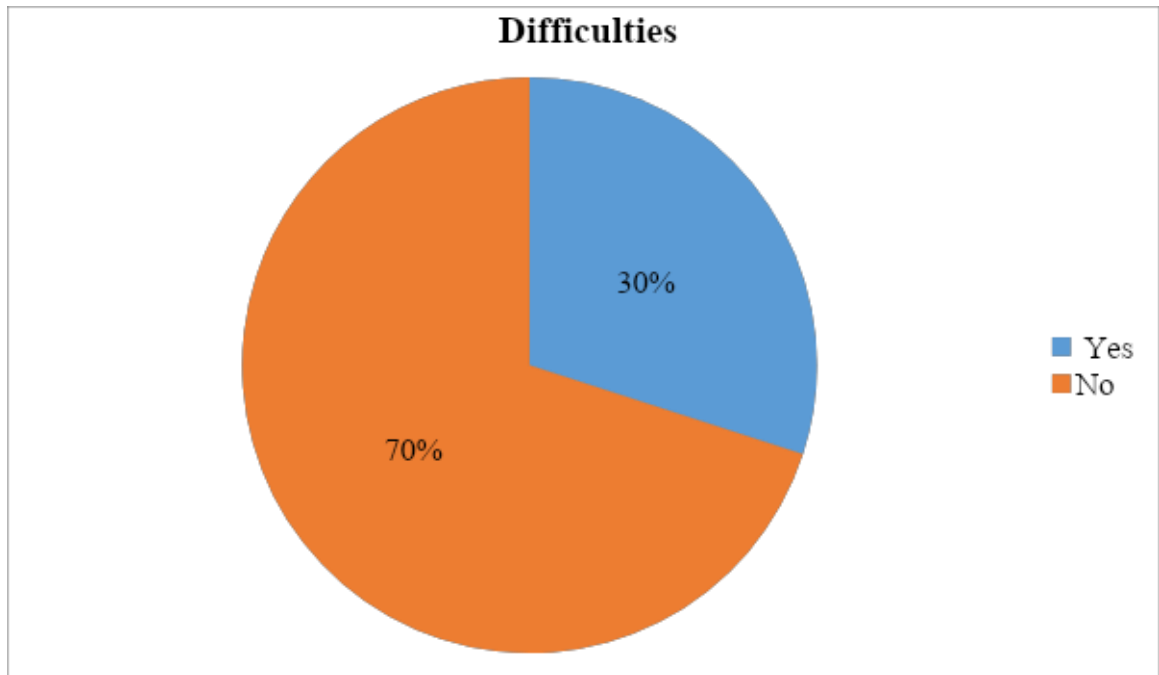


Figure 11: Students Difficulties in Taking Notes

When asked about if they have difficulties in taking notes the majority of the students 70% said that they don't face any difficulty while taking notes during the lectures whereas the remaining 30% declared that they have areas of difficulties in taking notes

Q7. Does note taking distract you from paying close attention to all the information included in the lectures?

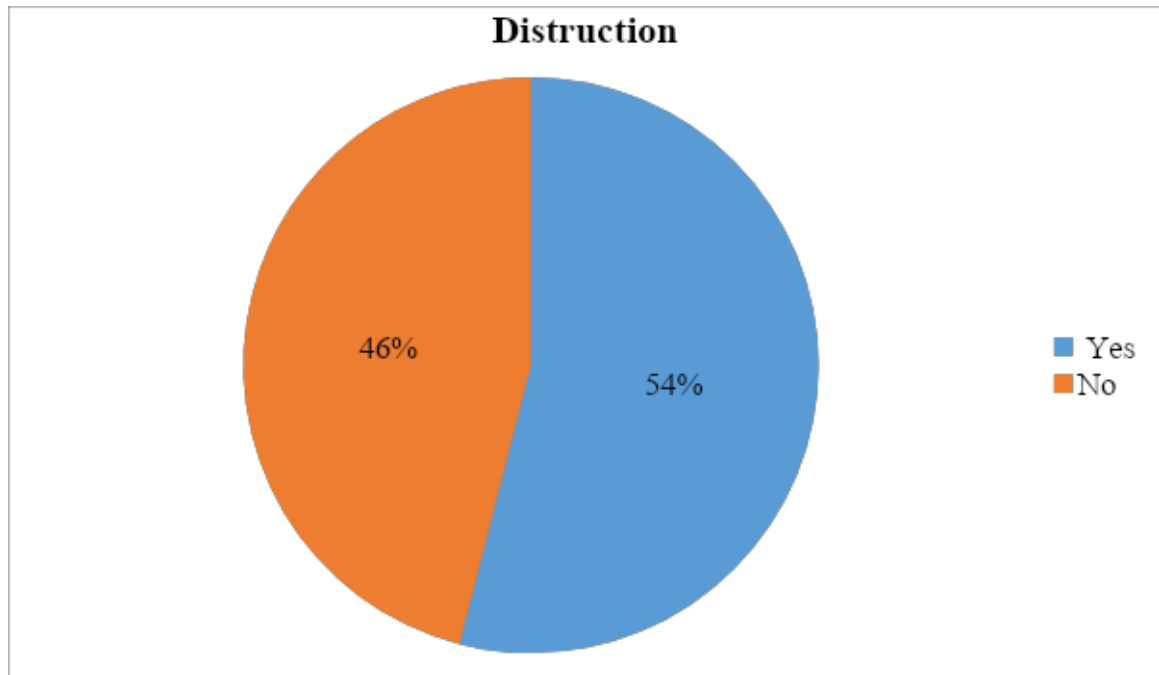


Figure 12: Students Destruction from Note Taking in Class

54% of the respondents reported that the process of taking notes doesn't distract them from paying close attention to all information included in the lectures. they justified their answers by saying that they can manage both focusing with the teacher and taking notes at same time since this activity enables them to take all important data from the teacher so as a result the act of taking notes activates their brain and prepare it to focus and concentrate to each and every important detail from the course. The remaining 46% declared that they can not pay attention to all details of the lectures while taking notes .They said that it is not easy to do both focusing with the teacher and writing down notes at the same time so they can not take all important data from the teacher and focus totally with him . They added that taking notes at the same time while the teacher is

presenting the course is a stressful process and it disturbs them from paying attention to the lectures.

Q8. Teachers tend to raise their learners' awareness of different strategies to learn a foreign language. Do you think that note taking is an effective one?

Effectiveness of taking notes

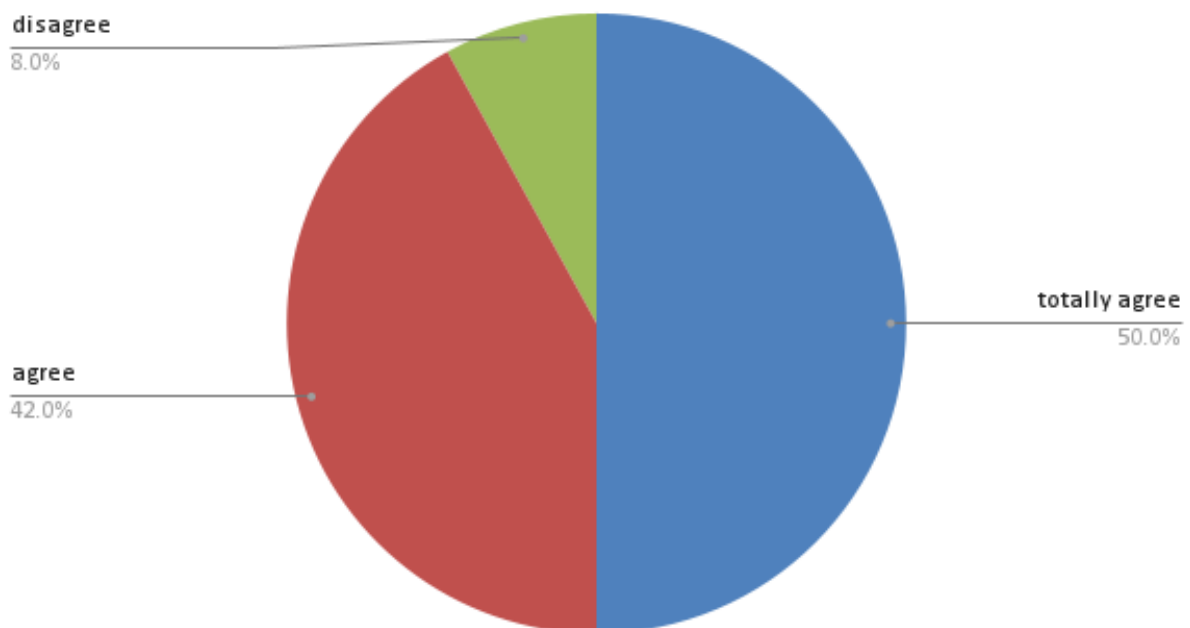


Figure 13: Students Opinion about the Effectiveness of Note Taking

Figure (13) shows that 40% of the sample students totally agree about the effectiveness of taking notes to learn a foreign language as it is a helpful technique in grasping and learning new words and vocabulary, 40 % agree about that and the remaining 12% on the other hand didn't agree that taking notes is effective in learning a foreign language that they are not familiar with.

Q9. Do you think that note taking should be included within the syllabus to be acquired as a learning technique?

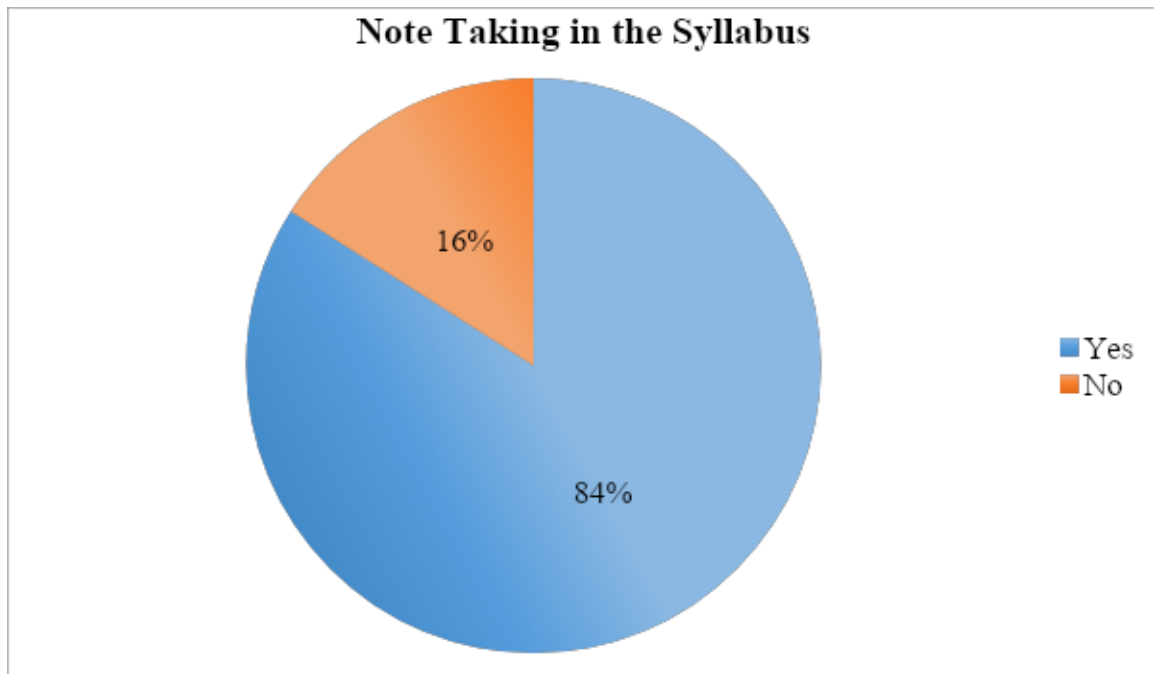


Figure 14: Students Opinion about Note Taking in the Syllabus

84 % of the students declared that note taking should be included within the syllabus as a technique to be taught which confirms its importance and its influence on the academic performance of the students which is shown in the analysis of the last results, whereas 16 % disagreed about including it in the syllabus to be taught as a learning technique.

Q10. Is it necessary that you receive training from your teachers on how to use note taking to improve your performance?

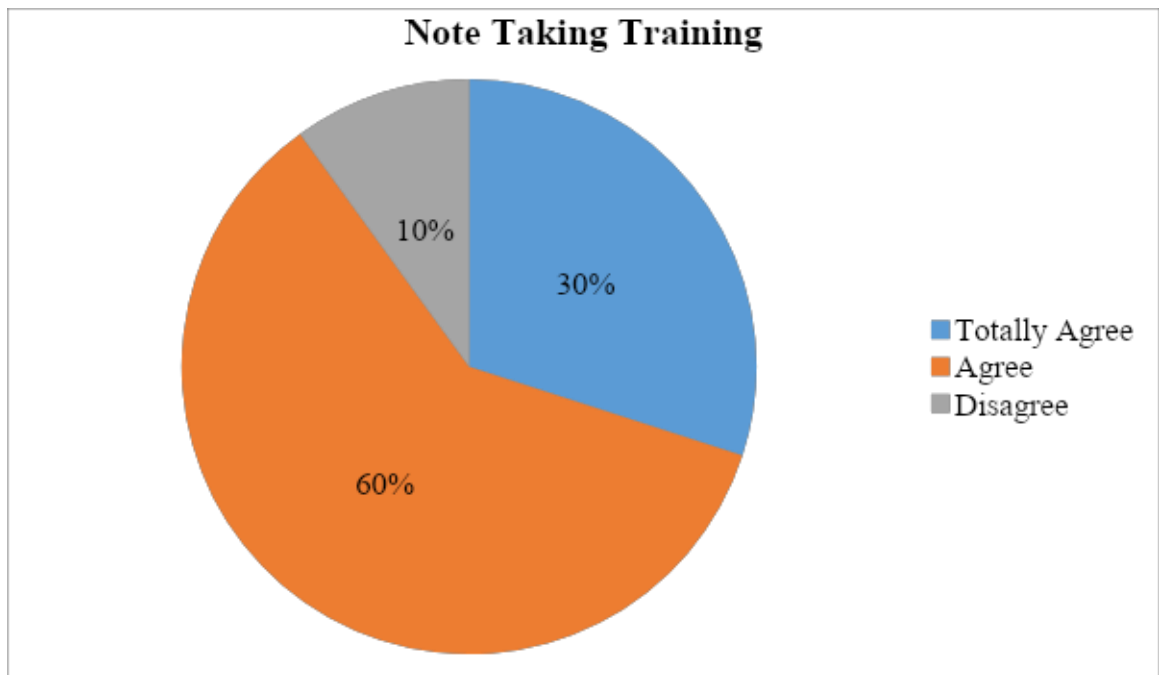


Figure 15: Students Opinion about receiving training from Teachers about Note Taking

Figure (15) shows that 60% of the students agree about receiving training from their teachers on how to take notes which confirm its importance and effectiveness to enhance students' learning performance . 30 % of them totally agree too but the remaining 10% were against that.

Q11. What is the objective behind adopting the technique of taking notes?

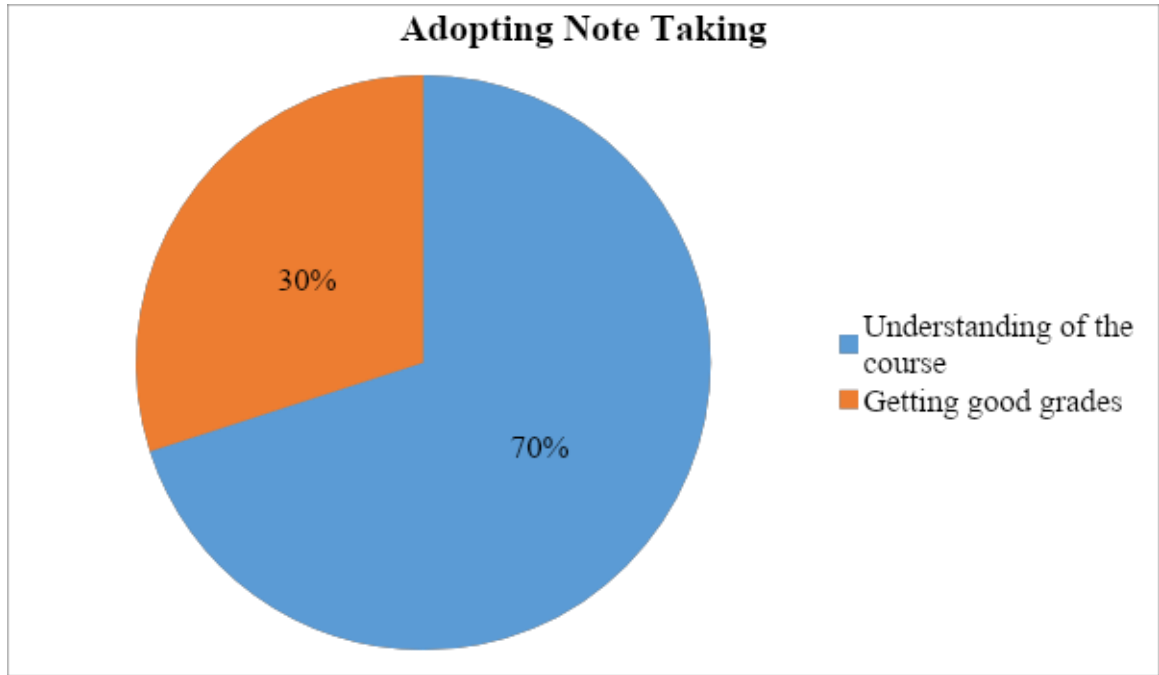


Figure 16: Students Objective behind Adopting the Technique of Taking Note

70 % of the sample declared that the objective behind adopting note taking as a technique is to better understand the course while 30% of them reported that they use this technique for the sake of getting good grades in tests and exams.

Section Two: Students Attitudes towards Academic Performance Using Note Taking

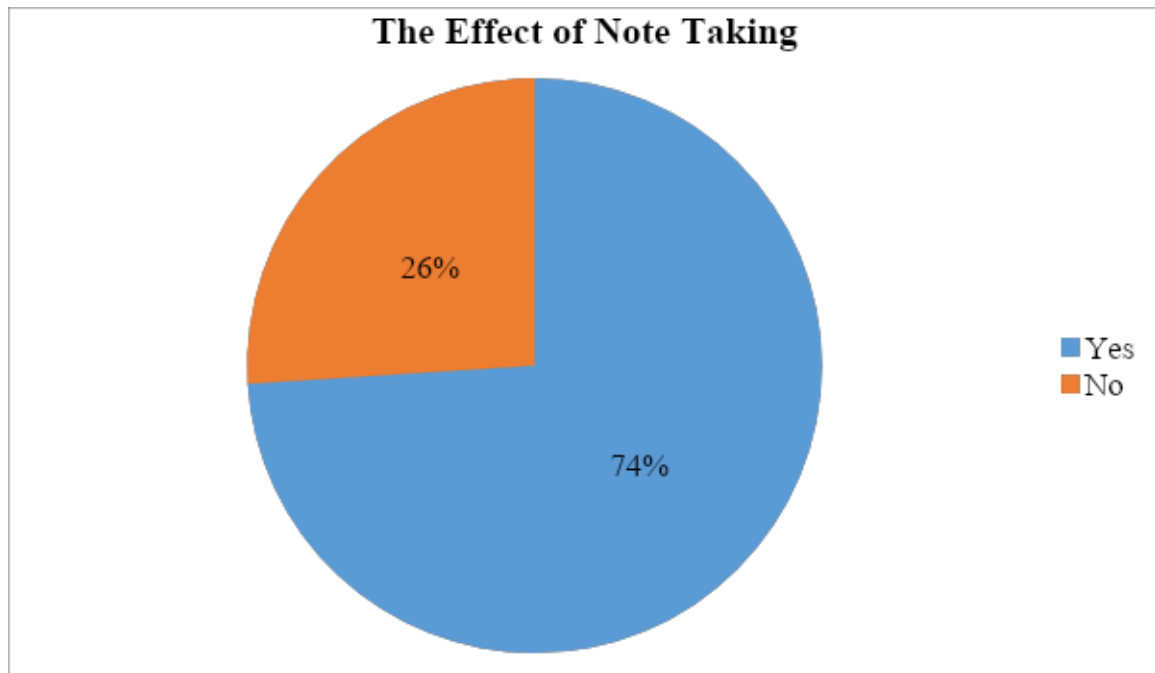
Q12. Does note taking affect your academic performance?

Figure 17: The Effect of Note Taking on Students Academic Performance

74% of the students said that note taking affects their academic performance and their learning positively in which they supported their answers by saying that by using the technique of taking notes, their learning became easier and organized in which writing down the important notes only facilitates their understanding of the goal of the course and as a results it facilitates the revision for them that's why they built their own wall of understanding and comprehending important information and ends with getting good grades . On the other hand 26 % of them said that it doesn't contribute to their learning since some of them don't really take notes during lectures and others consider it as a non evident technique since they didn't see any change in their grades .

13. Do you think that note taking contributed to the fostering of academic performance among students? How?

Only 14 students answered this question (28%) by saying that obviously note taking contributed to the fostering of academic performance among students and they totally agree about that. They supported their answers by saying that the technique of note taking is a facilitator of learning. It helps them perform better in class through participation with the teacher. They added that students who take notes are more creative than the ones who rely only on their memory which encourages them to rely on their notes and facilitates learning for them. Also it is a source for revising and understanding the lectures and as a result they get good grades at tests and exams.

2. Analysis of Teachers' Interview

Q1: How much have you been teaching English and which module do you teach?

Teacher one responded by saying that she has been teaching English for 16 years and the modules are Grammar, oral expression, ESP, linguistics, didactics of oral, general didactics, linguistic reinforcement; psycho-pedagogy, psycholinguistics, sociolinguistics, oral scientific communication and written scientific communication whereas Teacher two answered this question by saying that she has been teaching English for 10 years but she did not mention the modules that she has been teaching. On the other hand, Teacher three said that she has been teaching English for five years and the modules were general linguistics, written expression, introduction to linguistics, general didactics and linguistic reinforcement. Meanwhile, Teacher four has been teaching English for 7 years and the modules that were in charge are only culture and civilization.

Q2: Does note taking assist your teaching practices in the classroom? How?

All teachers agreed that note-taking assists their teaching practices in the classroom. Yet, teachers have different opinions to justify their answers. Teacher one justified her answer by agreeing that it is an important strategy that aids the comprehension of the given input. If students manage to take notes while she lectures; this will boost their comprehension and learning and if not, they will have no trace of what they have been exposed to. Their memory undoubtedly needs

visual support to be able to store as much input as possible. while teacher two explained that when students take notes, they remember what they had in class and what they are asked to do at home as assignments. On the other hand, the third teacher said that note taking helps in summarizing the main points with the lesson that links ideas to each other to enhance competencies and help during revisions . It keeps the learners attentive and enhances interactions . She added that taking notes develops learners' writing skills. Finally teacher four added, since the documents she give off to her students doesn't contain the details of the lesson, especially when it comes to culture and civilization, the more she explains the lecture in the session the more they understand, so she provide them extra examples and extra information in class than what they can find in the documents which makes it necessary for them to take notes in order to get back to them before test or exams since they can not find them in the documents.

Q3: Do you think that note taking helps students to improve their English?

As expected all teachers approved the fact that note taking helps students in improving their academic achievements . Teacher one stated that students will have a record of what they attend to, and if they do so they will be able to learn different and novel vocabulary and structures as well. She supported her answer by saying: In addition to what has been stated earlier, note taking lays the ground to the development of language in general, especially that what is noted will be used in writing and helps students recognize new words while they are practicing their reading skills. Add to this, they may use what they have taken as notes in their oral skills. Teacher two on the other hand supported the answer of teacher one by adding that students take notes about new vocabulary to be active in their register. The teacher added that they will take new grammar rules to be remembered and applied afterwards. As an addition , both the third and the fourth teacher declared that note taking helps learners improve their writing and listening skills in addition to grammar .

Q4: Do you think that note taking can enhance your teaching techniques?

The second and third teacher agreed that note taking can enhance their teaching techniques. Teacher 2 said that it saves time over repeating what has been said in the previous lecture and proceeds only in new things . In addition Teacher 3 said that note taking enhances the teaching task by helping students understand the lessons and memorizing the main points in the course. On the contrary, teacher four finds that note taking doesn't enhance her teaching techniques. Surprisingly, the first teacher said that she does not know why she finds it challenging to answer this question since her teaching techniques are usually independent of note taking. Well, she asks students to take notes each time and if they do not, this is their responsibility especially that teachers are dealing with mature students who know better than anyone else what should be done to achieve success.

Q5: Do you face any problems while your students use note taking?

If yes, what are they?

All four teachers agreed that they do face some obstacles while their students take notes . yet each of the teachers commented differently on the problems faced. First teacher said that students sometimes fail to keep up with the thread of talk she delivers, so she needs to slow down and repeat or write on the board which is not always convenient due to time constraints. The second teacher revealed that in writing, students take too much time because they do not know the language so they make many mistakes in spelling and they ask about how to write the words . whereas teacher three said that it is when students write down information in the wrong way and misunderstand things. finally the fourth teacher reported that the only problems facing students taking notes is that when they write down the notes they don't focus on what she was saying .

Q6: What is your level of comfort with the use of note taking?

Teacher one replied by saying that she did not find any problems with it; on the contrary she encouraged and asked students to take notes whenever possible. Whereas teacher two measured her level of comfort with the use of note taking by 7 out of 10 . Meanwhile, teacher three

rated her level of comfort with the use of note taking by 50 %. On the other hand, the fourth teacher said that she is just comfortable with the use of note taking.

Q7: In addition to the ease and usefulness of note taking, what factors may have influenced you to allow your students to use it?

The first teacher said that It is not always possible to provide students with handouts, therefore she asks them to take notes whenever necessary. Furthermore, if they are familiarized with note taking they will become more engaged in learning and following the teacher. In fact, this will not leave space for noise or any distraction while learning. While the second teacher said that the factors that influenced her to allow students to use note taking are their needs for self-development and enhancing their level of writing. The third teacher claimed that what made her encourage students to use note taking is that its usefulness in learning, comprehending, memorizing, and retaining knowledge added to the long lessons that contain a lot of details and the limited time. On the other hand, the fourth teacher declared that she encourages her students to take notes during the lectures because they don't have a good memory so that they can not miss the important areas of the lecture.

Q8: What are the general advantages and disadvantages of note-taking?

Teacher 1 mentioned That The advantages of note taking are that it helps students improve their English by acquiring new vocabulary and grammar rules adding to that it improves their listening and writing skills while the disadvantages are the absence of teacher's guidance while instructing may lead to erroneous note taking in some occasions .adding to this if not well organized, the notes will be a source of confusion instead of help. Teacher two said that the advantages of note taking are that it is useful for beginners , for grammar and vocabulary improvement while the only disadvantage is that it takes time. On the other hand, the third teacher declared that the advantages are that summarizing the main points with the lesson links ideas to each other to enhance competencies and help during revisions. It keeps the learners attentive and

enhances interactions. Finally, she added that taking notes develops learners' writing skills and raises their motivation. Whereas she mentioned that the disadvantages of note taking are composed of the destruction and misunderstanding of the information. Finally, the fourth teacher reported that the general advantage is that students can go back to their notes at any time they want to refresh their memories so they can revise for tests and exams. However, the general disadvantage is that it might be a problem for slow writers or the students who can not retain their focus and multitask so they can focus on both listening to the teacher and writing their notes at the same time or fast enough.

3. Discussion of the Results

After presenting the data investigated in this research, it is the time to give comments and interpretations of the revealed results .this investigation was conducted to probe both EFL first year students and teachers' views about the importance of note taking during lectures and the role of it in enhancing and developing EFL learners' academic performance. For this, two research questions were asked; therefore two hypotheses were suggested to investigate their validity or to disclaim it.

In order to answer the research questions and to fulfill its aims, this study involved two data gathering tools. I used a questionnaire that was submitted to 50 EFL first year students. It aimed at probing students' views about the use of note taking during lectures and its roles in enhancing their academic performance. The second tool was an online interview that was emailed to four teachers at the level of the English department at Chadli BenDjedid University which also aimed at knowing the different opinions of the teachers toward the effectiveness of using note taking during lectures and its role in developing and enhancing EFL students' learning. The results of both of the tools used show a positive agreement on that the activity of note taking is a useful technique to improve students' learning because it boosts their understanding of the lessons and what has been presented by teachers , activates students in learning new vocabulary

and enriches their knowledge , and increases their sense of creativity . data obtained from students' questionnaire showed that the activity of note taking is important when learning foreign language since it helps learners memorize and grasp new vocabulary and understand the new concepts presented by the teachers .it is proved through the results of the data revealed from the Answers of question 3 in teachers' interview in which four teachers confirms that note taking improve students' learning and students' English since it help them learn new vocabulary and enhance their writing skills since what is noted will be used in writing also , it helps students recognize new words while practicing their reading skills and may use what have been taken as notes in oral skills. On the other hand it is important because it aids at the comprehension of the given input since students memory needs visual support to be able to store as much input as possible.

Compared with the results of Barnett et al. (1981) where they declared that students who take notes try to memorize and understand important terminology and concepts to lessen comprehension challenges and make it easier for them to recollect the knowledge later. It is a good agreement with the results of Hartley (2002), where he reported that taking notes is essential for preserving transferred knowledge and promoting reflection which is noted in the teacher's interview that the use of note taking during lectures enables them to have a record of what they attend to and if they do so they will be able to learn different and novel vocabulary and structures as well.

Additionally, the activity of note taking lays the ground on the development and progress of students' academic performance and that adopting note taking as a technique during courses is fruitful and helpful since it is considered as a source of learning in which they can go back to while revision , and it activates their understanding of new data which plays a role in enriching their repertoire. This opens another insight of discussion as noted in students' questionnaire in which the results revealed from question 12 the majority of the students (74% of the sample)

stated that note taking affect their academic performance and learning positively in which by taking notes , the learning became easier and organized and by writing down the notes , it facilitates their understanding of the important information taken from the course in which they build their own organized wall of comprehension and revision and as a results it improves their learning and their academic performance through getting good grades . In another view, Cottrell 2003 stated that Note taking is helpful for future revision, especially when completing writing assignments or studying for tests. In addition to his saying that Note taking helps with remembering. In particular for exams, summarizing in your own words might improve your memory of the material.

It is also supported by the body of studies on note-taking (Bligh 2000; DeZure, Kaplan, & Deerman 2001; Kiewra et al 1991) saying that taking notes in class and afterwards reviewing those notes generally has a favorable impact on student learning. As it is stated in the reported results of teachers' interview , the interviewees declared that taking notes is summarizing the main points of the lesson which helps link ideas together so that it enhance students competencies and refresh their memory and keep them attentive through the fostering of the interaction which leads to the improvement of their academic performance . Studies have shown that taking notes helps students remember lectures better and performs better on tests of recall and synthesis than students who do not take notes (Kiewra et al 1991). All in all what was presented previously confirms that note taking is an important process that helps students understand and organize what has been presented by the teacher , adding to its importance as a source and reference to go back to when it is time for revision during tests and exams .

To sum up, in light of what was said previously, the first suggested hypothesis saying that the activity of note taking is a useful technique to improve students' learning because it boosts their understanding, promotes their active learning and increases their creativity was confirmed. In addition to that, the revealed results confirmed that the use of note taking during the lectures is

fruitful and helpful since it provides students with a source of learning, boosts their cognitive abilities and activates their understanding.

4. Implications

This research work was conducted to probe students and teachers' views about the role of note taking in enhancing and developing students' academic performance. Therefore, some research implications to students and teachers were emanated during the investigation process from data collection to analysis and discussion of the results.

4.1. Implications for students

This research introduced data that will help students understand and comprehend the advantages of note taking in enhancing and developing their academic performance and its role in facilitating learning for them. Therefore, students will adopt this technique to improve their learning and make it easier and successful.

4.2. Implications for teachers

This research study opened insights for new educators to take into consideration the necessity of including note taking during presenting the lectures in order to keep what has been said as a record and a source of learning for students. Therefore, this will facilitate learning and revision for learners and as a result it will improve their academic performance.

5. Limitations of the study

Although there were efforts made to collect sufficient data to answer the research questions, this study faced numerous limitations. One of the striking issues is the sample of the study that was not fairly sufficient in which the initial population was 60 EFL first year students but only 50 of them answered the questionnaire. Also the intended population of the teachers when sending the online interview via email was six teachers but only four of them answered the questions of the interview. Another limitation is that teachers took a long time answering the

questions of the interview. This process took almost a month which left my work delayed. All in all, the limitations mentioned previously are the issue that challenged the data gathering process.

6. Recommendations and suggestions for further researches

6.1. Recommendations for students

the present study suggest some recommendations for students in which :

- Students need to be aware of the importance of adopting note taking while teachers present the lesson for its role in facilitating learning for them.
- Students should know how to take notes appropriately and should know the methods of taking notes.

6.2. Recommendations for teachers

This fieldwork recommends for teachers :

- Teachers should optimize note taking practices during the presentations of the lectures in order to give students the opportunity to record important data given in the course.
- Teachers need to give students training on how to take notes appropriately to make it easier for them to get back and recall what have been stated in the classroom and on the other hand it facilitates the revision for them

6.3. Recommendations for further research

This study recommends for further research the following:

- For further research, it is suggested to conduct more studies to examine the role of adopting the technique of note taking in enhancing students' academic performance.
- It is suggested to investigate studies on the process of taking notes and explain the methods in details so that students will adopt it successfully as a technique to facilitate learning for them and to improve their academic performance.

Conclusion

To conclude, this chapter brings to an end all the findings of the research that answered the research questions and validated the hypotheses in addition to a detailed interpretation of the results found. Moreover, some implications were emanated to explain the importance of this study. Adding to that, it stated the striking limitations that bothered the data collection process, finishing up with suggestions and recommendations for further research works that can be an addition to this research field.

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Appendix A

Students' Questionnaire

Dear Students

This questionnaire is an attempt for gathering information needed for the accomplishment of a master dissertation. It aims at the impact of note taking on students' academic performance.

Your answers are highly important for the validity of this research being undertaken. You are kindly requested to answer the following questionnaire carefully.

Please tick the appropriate box and add suitable comments in full sentences whenever necessary.

Section One : Students' Attitude Towards Note Taking

1- Have you ever heard of the term note taking?

Yes No

2- Have you been in an English classroom where the teacher used this technique ?

Yes No

3- Do you believe that Note-taking is important during lectures??

Yes No

- justify

4- How often do you take notes during lectures?

Always Sometimes Rarely Never

5- Do you think that Note-taking Techniques facilitate the learning process?

Yes No

6- Do you face any difficulties in taking notes of the lesson?

Yes No

7- Does note-taking distract you from paying close attention to all the information included in the lecture?

Yes No

Justify:.....
.....

8- Teachers tend to raise their learners' awareness of different strategies to learn a foreign language. Do you agree that note taking is an effective and successful one?

- Totally agree
- Agree
- Disagree

9- Do you think note taking methods should be included within the syllabus to be acquired as a learning strategy?

Yes No

10- Is it necessary that you receive training on how to use note-taking from your teachers in order to improve your performance?

- Totally agree
- Agree
- Disagree

11- What is the objective behind adopting a note-taking strategy?

- Understanding of the course
- Getting good grades in tests

Section two : Students' Attitude Towards Academic Performance using Note Taking

12- Does note taking affect your academic performance?

Yes No

How:.....

13- Do you think that note taking contributed to the fostering of academic performance among students? How?

.....
Thank you for your help and support

Appendix B

Teachers' Interview

Dear teachers,

We would be so grateful if you could answer these questions required for the accomplishment for our master dissertation that aim at “The Role of Note Taking in Enhancing EFL Students Academic Performance “ for first year EFL students and teachers at the English department at Chadli Ben Djedid University- El Tarf.

Q1: How much have you been teaching English and which module do you teach?

Q2: Does note taking assist your teaching practices in the classroom? How?

Q3: Do you think that note taking helps students to improve their English?

- If yes, please say which language skill or area they help to improve.

Q4: Do you think that note taking can enhance your teaching techniques?

- If yes, explain how?

Q5: Do you face any problems while your students use note taking?

- If yes, what are they?

Q6: What is your level of comfort with the use of note taking?

Q7: In addition to the ease and usefulness of note taking, what factors may have influenced you to allow your students to use it?

Q8: What are the general advantages and disadvantages of note-taking?

Thank you for your Contribution

