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Exploring the Impact of Strategic Note Taking on EFL Students'

Vocabulary Improvement

The Case of Second Year EFL Students at Mohamed Boudiaf University, M'sila

**Dissertation Submitted to the Department of English in Partial
fulfilment of the Requirements for the Master's Degree**

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ABSTRACT

Note-taking strategies have emerged as effective tools for improving EFL learners' vocabulary acquisition. By actively engaging learners in the process of capturing new vocabulary words, The current study aims at describing and investigating the impact of the strategic note taking in enhancing EFL learners' Vocabulary . Thus, we hypothesized that if learners take notes effectively, their vocabulary will be enhanced. To confirm this hypothesis we opt for the use of the descriptive study , The main objectives of this work are investigating the relationships between the two variables and raising the learner's awareness of the importance of taking notes during lectures. In addition to providing them with the effective methods that assist them as the Cornell note taking method. It further attempts to give implication for EFL teachers to teach and use this strategy while lecturing. The tools used to reach those objectives are a questionnaire administrated to second-year EFL learners and at the Division of English at M'sila University and an interview with EFL teachers, The results obtained which prove the hypothesis are tabulated and analyzed in the last chapter. It revealed that taking notes during lectures, promotes the deep concentration and attention to the course. Hence, learners' vocabulary will be enhanced.

Dedication

To our dear parents, who spend time praying and asking Allah to help us.

To our lovely sisters for their valuable advice.

To our brothers, for their unconditional support.

To all our family members, friends, to every person we share love and respect with.

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List of Abbreviations

CMap: Concept Map

EFL: English as Foreign Language

W.M: Working Memory

SQR: the sequential steps, Survey, Question, Read, Recite, and Review

Chapter One : Literature Review

General Introduction

Note taking is a well-established study strategy that has been extensively studied in the educational psychology literature. The process of note taking involves actively processing and recording information in order to facilitate latterly recapturing and understanding. While note taking has been shown to have a positive effect on learning outcomes, the mechanisms underlying its effectiveness are still not completely understood. One area in which note taking may be particularly salutary is in vocabulary literacy.

Vocabulary acquisition is a pivotal aspect of language literacy and is essential for developing communication skills .A research has shown that note taking can facilitate vocabulary learning with increasing attention to and engagement with the material, promoting active retrieval and processing of information, and supporting the development of meaningful connections between new vocabulary particulars and existing knowledge structures, Despite the implicit benefits of note taking for vocabulary literacy, the most effective note taking strategies for this purpose aren't yet well- established. Some exploration has suggested that picky note taking, which involves focusing on crucial words and concepts rather than trying to record every detail, may be more effective for vocabulary literacy than verbatim note taking. Still, farther exploration is demanded to clarify the most effective strategies and to explore how note taking can be used in conjunctions with other learning techniques similar as self-quizzing and elaboration. The present study aims to explore the relationship between note taking and vocabulary learning in a controlled laboratory setting. Specifically, we will compare the effectiveness of different note taking strategies (Pickyvs. Verbatim) on posterior vocabulary learning outcomes, we'll also explore how note taking interacts with other learning techniques similar as self- quizzing and

elaboration, with shedding light on the mechanisms underpinning the effectiveness of note taking for vocabulary literacy, this study has the implicit to inform the development of evidence-based study strategies for language learners.

2. Statement of the Problem

Students are afforded the opportunity to compose word formations that incorporate and exclude their respective meanings.. They might also write words in phrases they encountered or write words together or with their collocates. The advantages of taking notes for vocabulary learning and the connection between note-taking and vocabulary learning may be revealed by understanding the different forms of lexical information contained in notes and the relationship between note-taking and vocabulary learning. The present study was designed to shed light on the extent to which English as a foreign language (EFL) learners write about unfamiliar words in notes, and the effects of note-taking on vocabulary learning , also if three criteria (first Language translation, frequency of occurrence, and word length), which are pertinent to the spoken input that EFL learners experience, can predict note-taking behavior and aid in vocabulary learning.

3. Aims of Research

University students face difficulties when it comes to understanding unfamiliar vocabulary, The general purpose of this study is to explore the effects of note-taking on students' vocabulary development. This general aim can be categorized into some specific objectives:

- To help students acquire note-taking skills.

- To cultivate students' receptiveness towards the note-taking process.
- To learn new vocabulary by taking notes and activate passive vocabulary.

4. Significance of the Study

This research is significant for students since it provides them with a clear view of the relationship between note-taking and vocabulary and how note-taking could affect their vocabulary development and English language learning process. In addition, teachers can benefit from this study so that they can overcome their student's lack and misuse of vocabulary. Moreover, it will motivate them to involve the strategic note taking as a teaching method in their courses.

5. Research Questions

- Do students know how to take notes, or just they do it in a random way?
- Are distinctions made between vocabulary items of importance and insignificance?
- Does note taking contribute to students vocabulary development?

6. Research Hypotheses

In the light of the above questions, the following hypotheses are formulated:

- Students take notes in unorganized and random way.
- If learners take notes effectively, their vocabulary will be enhanced

7. Literature Review

Note taking involves writing down the important ideas and precise records that is presented. It is often considered as a high-quality way to facilitate language mastering and retention of the language facets that are to students (Oxford,1990). Also it has two principal functions. The first is the encoding function which can facilitate learning and retention through the process of listening to oral input and then transferring it from aural to written form (Carrier, 1983; DiVesta& Gray, 1972). The second is the external storage feature, which helps you learn and retain notes by reviewing them later (Carrier, 1983; Siegel,2020). Research on distributed practice, or spacing effects, indicates that thereview of informationat different timings has a positive effect on learning (e.g. Bahrick, 1979; Ebbinghaus, 1985/1913) and FL vocabulary learning (e.g. Bloom & Shuell, 1981; Nakata & Suzuki, 2019). The positive effect of distributed practice on FL vocabulary learning provides evidence of the value of the external storage function of notetaking for vocabulary learning;if students write unfamiliar words in notes and subsequently study the notes at different timings, this is likely to increase their vocabulary knowledge. There are no studies that have investigated whether the encoding feature of notetaking contributes to vocabulary learning; However, quite a few studies have looked at the impact of word writing on vocabulary learning.

These researches furnish some indication of whether copying the written form of a phrase from a visual cue leads to positive factors in understanding of form-meaning connection of target items. Thomas and Dieter (1987) studied the effects of word writing in three experiments in which English-speaking participants encountered French and English word pairs three times. During the experiment, participants wrote

each word in French twice, one group he, she wrote twice, and another group simply recall test, were used to measure post-treatment learning. Form recall tests showed that writing words worked best when the answer was correct or partially correct (one wrong letter). The meaning recall test revealed little difference between the two groups, and the free recall test indicated that writing words contributed to greater learning when scoring required correct spelling and correct spelling except for one letter. Thomas and Dieter concluded that writing words may help to develop knowledge of word forms because it focuses learners on the spellings of words. In contrast, Barcroft (2006) found that word writing inhibited vocabulary learning. In a within-participants design, he compared two paired associate learning conditions. One condition involved viewing word-picture pairs and then writing target words that were shown in each picture and the second condition involved simply viewing the word picture pairs.

The results indicated that word writing negatively affected learning gains, which supports Barcroft's (2002) type of processing-resource allocation (TOPRA) model. TOPRA suggests that participants did not have the processing resources to learn both the written forms and their meanings in the word writing condition; In a partial replication of Barcroft

(2006), Webb and Piasecki (2018) found that if learners were given sufficient time to write words and direct their attention to form-meaning connection, word writing is likely to contribute to vocabulary learning; This finding provided support for Kroll and Stewart's (1994) Revised Hierarchical Model (RHM) in that associating FL words and their meanings is likely to strengthen their semantic connections. Candry et al; (2017) also found a positive effect for word writing. They compared word spelling

and meaning conclusion conditions. In word write state participants were given 30 seconds and required to read sentences containing target words and write the word repeatedly to learn its spelling. In the semantic inference condition, participants were presented with sentences, but instead of writing the target item, they attempted to guess the meaning of the word; the results showed that word writing generated higher scores compared to the meaning-inferencing conditions in both form recall and meaning recall. Together, these studies provide some evidence that writing a word may contribute to vocabulary learning. However, there are several important differences between writing words in these studies and writing words in notes during a lesson. In the former, participants are instructed to write words while in the latter, the vocabulary that is included in notes is decided upon by students. It is well documented that intentional vocabulary learning activities tend to yield relatively large gains (Nation, 2013; Webb et al., 2020), and so we should expect word writing in the earlier studies to contribute to learning. In addition, cues in the earlier studies were visual while notetaking in the classroom typically involves writing what was heard in oral input. Research has also indicated that the mode of input can also have an effect on FL vocabulary learning (Brown et al., 2008; Webb & Chang, 2020) with activities involving listening and speaking contributing to smaller gains than those involving reading and writing (Yanagisawa & Webb, 2021).

In the EFL classroom setting, listening to teachers might often be the main source of oral input (Macaro & Tian, 2015; Meunier, 2012). Students may have no access to learn written form through listening and have little opportunity to write down the same words repeatedly because of time pressure (Siegel, 2016). Moreover, notetaking will typically be spontaneous behaviour. Most students take notes for themselves, but they don't always know how to take notes effectively (Hartley & Davies, 1978;

Piolat et al., 2005). Key information and target vocabulary will not always be presented directly to learners, so they must predict the value of information and attend to key words selectively (James et al., 1988; Kırkgöz, 2010). Research has shown that students' self-selection of the vocabulary they learn can lead to greater learning success than target vocabulary selected by external factors such as teachers (Laufer& Hulstijn,2001). No research to date have appeared at the effect of writing phrases in notes on vocabulary mastering in a real school room setting. This find out about goals to fill this gap.

8. Research Methodology

8.1 Research Method

The descriptive method was selected as the chosen approach for this study, as it aimed to ascertain the extent of the correlation between note-taking and students' enhancement of vocabulary. So, it seems as the most appropriate method for the research and the context where it takes part. Also this method can provide us with consistent and comprehensive information and valid results.

8.2 Sample of the Study

The sample chosen to take part in the present study are second year EFL students and teachers of English department at M'sila University. One group with forty-seven students is selected to be the sample of the current study to answer the questionnaire. In addition, fifteen teachers are selected to answer the interview questions.

8.3 Data Gathering Tools

In order to acquire a sufficient amount of data, a combination of a questionnaire and interviews is utilized. The questionnaire is meticulously designed and administered to a randomly selected group of students from the sample, encompassing a range of questions systematically organized in accordance with the variables of the thesis. Additionally, the interview is conducted with EFL teachers from the English department of M'sila University.

9. Structure of the Dissertation

This dissertation is composed of two main chapters; the first chapter is concerned with Reviewing the related literature and it is divided into two sections. The first section provides a general overview about the academic vocabulary, it describes the main concepts of this skill including its types, importance and how it is taught and learnt.

The second section is set to shed light on note taking concept, its importance, types, strategies and notebook. The second chapter deals with a detailed analysis of data gathered about investigating the impact of note-taking in improving EFL learners' vocabulary. It focuses on interpreting and analysing teachers' interview and students' questionnaire for accepting or rejecting the hypothesis. A related part will be including some suggestions and recommendations for both

EFL students and teachers concerning the implementation of the strategic note-taking at the university of M'sila.

Chapter One: Review of Literature

Section One: Learning and Teaching Vocabulary

Introduction

McCarthy (1990) states: “without words to express a wider range of meanings, communication in L2 just cannot happen in any meaningful way”; vocabulary plays an essential role in language development. It refers to words that are used for our thoughts, ideas and emotions. A wide vocabulary is an asset for language learners, enabling effective and efficient communication with other people.

Vocabulary is crucial for ESL learners at all stages of language acquisition, as it encompasses various aspects of the target language such as words, grammar, phonetics, composition, and culture. Developing a strong language proficiency and enhancing language comprehension skills heavily rely on vocabulary acquisition. Compared to other facets of learning, vocabulary holds greater significance, as it is essential for overall language understanding and communication. Researchers widely acknowledge the pivotal role of vocabulary in language competence, both in first and second languages. Teaching processes in linguistic education emphasize the importance of vocabulary, as highlighted by Decarrico (2001, p. 285), who emphasizes its centrality in language acquisition regardless of it being a second or foreign language. Even in one's native language, continuous learning of new words and expanding the meanings of familiar words remains a constant process (Thornbury 2002, p. 1). It is well-recognized among foreign language learners that words are indispensable, and their absence poses challenges in communication situations (Maley, 1986).

The definition of vocabulary, as well as the various types and aspects thereof, will be discussed in this chapter. The importance of vocabulary is also covered, in addition to the various strategies and techniques proposed for learning new vocabulary by different researchers. A great deal of attention is being given to recently conducted syntax, morphology and lexis studies. That is why we chose this field, because we think that learning a language has something to do with knowing its vocabulary.

1-1 Definition of Vocabulary

Vocabulary is essential to acquire, apply and develop linguistic skills in all languages. Experts in this area have therefore proposed a wide range of definitions. Neuman & Dwyer (2009, p. 385) define vocabulary as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”. Also Linse(2005) defines it as “the collection of words that an individual knows” (p.121). Additionally in Longman’s (1995) English dictionary, it is considered as “all the words that somebody can understand or use in a language”. Whereas, Webster dictionary (1985) says that “vocabulary is a list or collection of words usually alphabetically arranged and explained or defined”.

According to Hatch and Brown (1995) Vocabulary has been defined as a set of words for one language or a list of words that could be used by different speaking languages . Furthermore, Richards (2002, p. 255) states that “vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”. In this regard, Roget (1980 p. 1036) refers to the following vocabulary:

- List of words that have been defined and translated from time to time.

- All the words of the language.
- A specific expression originating in a particular field, subject, trade or subculture.

Furthermore, Lehr, Osborn and Hiebert (2004) argue that vocabulary knowledge requires knowing both what words mean and how they are used in order to provide more specific definition of the term vocabulary. Therefore, in both oral and printed language and in productive and receptive forms, vocabulary is defined as knowledge of the meaning of words and their meanings. The above definitions indicate that the vocabulary is one of the basic elements used by a person to form his or her language and it requires an understanding of what those words mean and their use in appropriate contexts. The term 'vocabulary' is a combination of different terms, in particular words and lexemes.

As stated by Snow, Griffin, and Burns (2005), students enhance their vocabulary skills over time by establishing connections with other terms, acquiring knowledge of examples and non-examples of the word and its related words, and employing the word accurately within the context of a sentence.

1-1-1 The Word

“Word” is referred to as “the smallest meaningful unit of language (Carter, 1992, p. 4) while (Sheeler & Markley, 2000) consider it as unit formed of sounds or letters that have a meaning. Also, McCarthy (1994, ctd. Takač, 2008, p. 5) states that the word is “a free meaningful unit of language, must contain at least one potentially freestanding morpheme”. The same idea is confirmed by Bloomfield (cited in Takač, 2008), the word is the smallest free form which has meaning when it stands alone.

Furthermore, “a person who knows a word can recognize it, and use it, in novel contexts, and uses knowledge of the word, in combination with other types of knowledge, to construct meaning from the text” (Hirai, Borrego, Garza and Kloock, (2010, p. 50) that is to say “knowing a word is knowing what to do with it” Nagy and Scott (2000, p. 273).

1-1-2 The Lexeme

The term "lexeme" encompasses a word's orthographic, phonological, grammatical, and semantic attributes, along with its inflections, polysemy, compounds, phrasal verbs, and idioms, encapsulating a comprehensive understanding of its linguistic structure and usage. Richards and Schmidt (2002) state that “the lexeme or lexical item is the smallest unit in the meaning of a language and is a part of lexicography which is the study of dictionaries making”.

The lexeme remains one lexeme even if other language elements like the ‘s’ of the third person singular or the ‘ed’ of the past, are added to it. All the forms gives, gave, give belong to the same lexeme give. The same thing with idioms; for instance, the word “pass away” is considered to be a single lexeme because it means the same thing as “to die.” In Kirkness' definition (2005, p. 58), the term "lexicography" is described as a multifaceted concept. It encompasses elements of both art and craft, serving as both a profession and a hobby. Furthermore, lexicography is seen as a venture that exists within both scholarly and commercial realms, forming an academic discipline. Moreover, it is recognized as a longstanding cultural practice and an inseparable component of the intellectual tradition within literate societies. According to this definition, lexicography is more than just compiling lists of words, synonyms, and antonyms in a book known as a dictionary. Lexicographers must complete a number

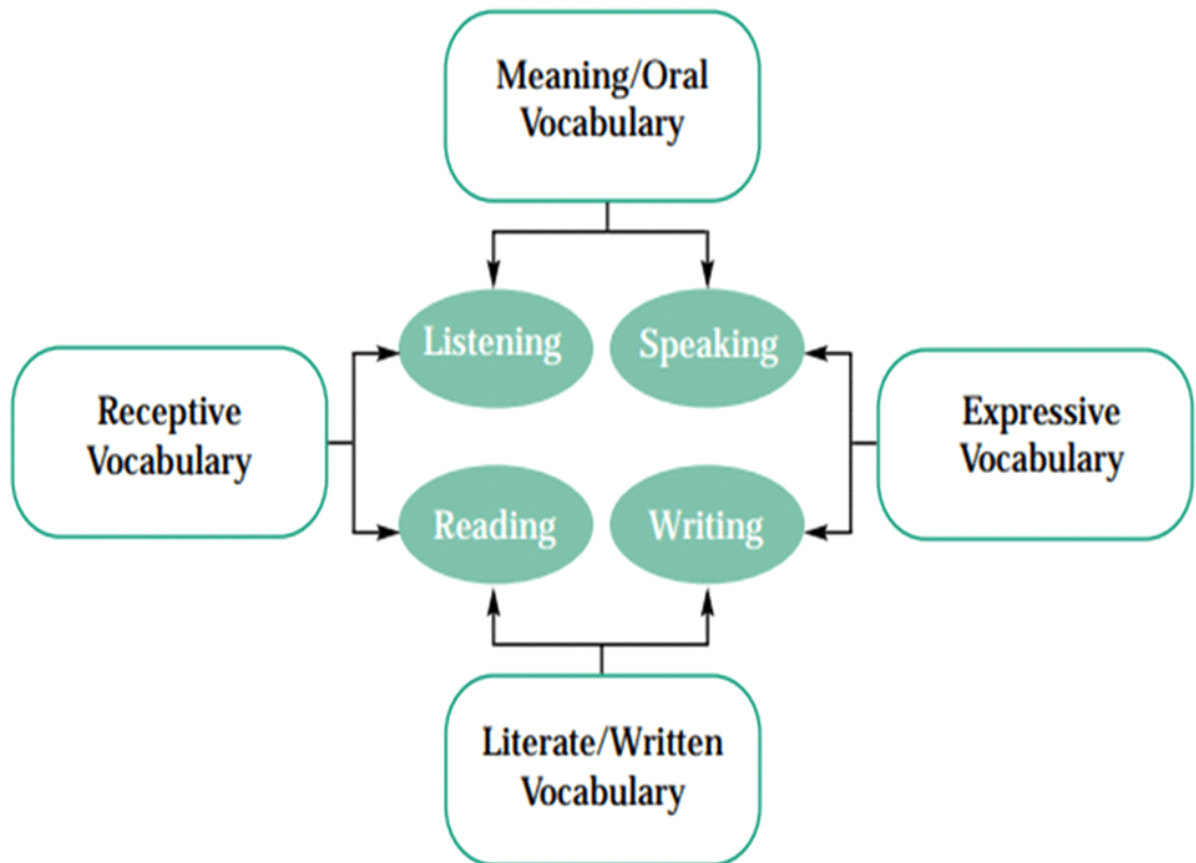
of steps before the dictionary is ready for use, including data collection, the use of appropriate words and illustrations, definition of the entries, and being prepared for printing.

Drawing from these assertions, it can be inferred that vocabulary, as an essential component of language proficiency, can be understood as a compilation of words. This compilation encompasses various aspects such as their meaning, how they are used, and their form, which encompasses both pronunciation and spelling.

1-2 Types of Vocabulary

To gain comprehension of how vocabulary items function in relation to the four language skills, it would be beneficial to initially establish clarity by categorizing the skills into two pairs. In the first place, listening and speaking skills are required for oral communication. These can be grouped together since they are the most important area of interest to some learners. Reading and writing can be classified together as they involve the ability to communicate through written means and may be the primary focus or motivation for certain learners. Similarly, listening and speaking can be grouped together as they are employed to comprehend languages spoken by others. Hence, listening and reading are referred to as receptive skills, whereas speaking and writing are considered productive skills. Language learning can be divided into four distinct categories based on the types of words involved: listening, speaking, reading, and writing. The words that learners depend on to comprehend spoken language are known as listening vocabulary. When they engage in conversation, they utilize a spoken vocabulary. Reading vocabulary pertains to the words encountered in written text that learners recognize and employ to understand what they are reading. On the other hand, writing vocabulary comprises the words utilized by learners when

composing their own written work. To provide a clearer understanding of the connection between vocabulary and the four language skills, Pikulski and Templeton (2004, p.2) have developed a diagram.



1

Figure 01 : Presentation of vocabulary types

The figure above introduced showcases the significance of vocabulary items in facilitating effective communication across the skills of listening, speaking, reading, and writing. The diagram provides a basis for classifying vocabulary items according to their type, meaning, and function. Based on this visual representation, vocabulary can be classified into four primary groups: meaning/oral vocabulary, literate/written

¹ Pikulski and Templeton (2004, p. 2)

vocabulary, receptive vocabulary, and productive vocabulary. However, it is evident that each vocabulary item is inherently linked to specific meanings and functions.

1-3 The Importance of Vocabulary

Vocabulary knowledge is a crucial factor in the academic achievement of learners, as all language skills rely on the acquisition of words. Without a sufficient vocabulary, effective communication becomes impossible. Recent studies have revealed that in addition to grammar and pronunciation, ESL (English as a Second Language) students must enhance their vocabulary proficiency across various academic contexts to become proficient English speakers.

Some researchers also think that it's more important than grammar. Wilkins as stated in Thornbury (2002) mentions that "without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (p. 13). In this regard, Harmer (1991) argues that "choosing words carefully in certain situations is more important than choosing grammatical structures because language learners cannot use structures correctly if they do not have enough vocabulary knowledge" (p. 154). This is also confirmed by McCarthy (1990, p.iix), who shows that "no matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way".

According to Laufer (1997); "Vocabulary learning is at the heart of language learning and language use". In other words, the use of word is considered to be a vital tool for understanding all language skills. It's also helpful for learners to get a clearer understanding of speaking and writing texts. aul, as cited in Nurgan (2010),

emphasizes the significance of possessing a strong vocabulary with the following statement:

- The extent of a learner's vocabulary influences the evaluation and judgment placed upon them. A remarkable vocabulary leaves a lasting impact.
- A learner's comprehension of written and spoken language improves when they possess a broader vocabulary.
- With an expanded vocabulary, a learner can communicate in a concise and precise manner.
- A learner can adequately prepare for examinations by having a well-developed vocabulary.

To summarize, vocabulary is crucial language learners since it helps them to be successful in the classroom and in their personal life. It's also a tool that allows them to keep learning languages at an ongoing level. If the language learners have access to a wide range of comprehensive vocabulary which offers appropriate words for situations where they are called upon, they will be able to express his real thinking, ideas and feelings. According to researchers' assertions:

- According to Ooi and Lee (1996, p. 7), the primary objectives of vocabulary instruction should revolve around developing the learner's ability to discern word form, word meaning, and word usage.

- Krashen and Terrell (2000, p. 157) assert that one of the aims of vocabulary acquisition is to provide learners with a sufficient vocabulary to use the language outside the classroom and facilitate ongoing second language development.

- Aebersold and Field (1997, p. 139) outline three principal objectives in vocabulary teaching and learning: 1) helping students acquire knowledge of the vocabulary within the text, 2) enabling students to recognize vocabulary in order to comprehend the text, and 3) considering the vocabulary necessary for students to function in the target language both currently and in the future.

- Nandy (1994, p. 1) states, “an extensive vocabulary is most desirable, not in order that the possessor may display his sophistication by the use of a very large number of unfamiliar words, but in order that he may have at his stock exactly of the right word for every occasion”

1-4 Aspects of Vocabulary

Acquiring new vocabulary in English is a crucial aspect of language learning. While many educators hold the common belief that learners can easily memorize new words and their definitions, the reality is that students may encounter difficulties when attempting to use these words in meaningful sentences. Merely knowing the definition of a word is insufficient because a word encompasses more than its definition alone. Consequently, learners should focus on grasping the three key dimensions of new vocabulary, as categorized by McCarten (2002).

1-4-1 Denotation

The term "denotation" originates from the Latin word "denotationem," signifying "indication." Denotation pertains to the factual and literal meaning of a word, which learners can discover in a dictionary. However, understanding the meaning of a word is not the sole crucial aspect that learners must grasp to effectively acquire new vocabulary.

1-4-2 Connotation

Connotation refers to the implied or suggested meaning associated with a particular word, surpassing its literal or denotative meaning. Connotation plays a significant role in shaping how readers or listeners interpret the overall message conveyed by a writer or speaker. Depending on historical usage or the context in which a word is employed, it can carry a positive, negative, or neutral connotation. For instance, words such as "old," "vintage," and "antiquated" are synonyms, but they evoke different connotations:

- The word "old" has a neutral connotation. It's simply used to show that something is aged.

- The word "vintage" has a positive connotation (it sounds like a something of a high quality from the past)

- However, the word "antiquated" connotes negative associations (it sounds like something outdated or old-fashioned).

An additional example can be observed with the words "woman" and "lady," which are also synonymous. However, "lady" carries connotations of sophistication

and poise, whereas "woman" maintains a more neutral tone. Similarly, "female" is another synonym, but it conveys associations with biology or the scientific domain.

1-4-3 Collocation

Collocation constitutes another vital dimension of vocabulary, involving the combination of words to convey a specific meaning. For instance, many students may acquire the word "exercise," which is relatively straightforward to comprehend. However, when constructing sentences, they may erroneously employ "make" (make exercise) by translating from their native language. In English, though, "exercise" collocates with "do" (do exercise). Certain verbs like "have," "do," "make," and "get" do not possess inherent meanings but derive meaning from the words they collocate or are used with. The figure below shows the most common collocates of make and Do.

<p><i>Make : sur, difference, sense, decision, mistakes, judgments, reservation, copies, effort</i></p> <p><i>Do : anything, something, things, job, well, nothing, work, whatever, homework, stuff</i></p>

2

Figure 02 : Collocates of the words Make and Do

1-5 Stages of Learning Vocabulary

“There is no point in studying new words if they are not remembered”

(Scrivener, 1994, p. 88)

² (Jeanne McCarten, 2007, p. 5)

Learning vocabulary is a difficult process that involves several stages. Therefore, Hatch and Brown (1995, p. 383) suggested the following five essential stages:

1-5-1 Meeting New Words

The first major step in learning vocabulary, according to Hatch (1995), is encountering new words, which implies locating a source for terms. When students work with interactive and interesting material, they are more likely to encounter words.

1-5-2 Getting a Clear Image of the Words

The importance of acquiring the word form becomes evident when students seek to understand the definition of a word. It is crucial for students to possess a clear mental representation of the word form, encompassing both visual aspects such as spelling and auditory aspects such as pronunciation.

1-5-3 Getting the Meaning of the Words

The third essential step in vocabulary acquisition, as outlined by Hatch and Brown (1995), involves determining the meaning of the word. This stage can be approached through strategies such as questioning native speakers who have familiarity with the word's meaning. Alternatively, learners can seek assistance from bilingual individuals or teachers who can provide explanations to aid in understanding the word's meaning. Additionally, learners can also infer the meaning from the situation or context in which the word is used.

The definition of a word can vary depending on the task at hand and the proficiency level of the learner. A beginner learner may be content with a basic definition, while an advanced learner may require a more precise and detailed description of the word. In general, the most effective approach to learning a new word is to extract its meaning from the surrounding context.

1-5-4 Creating Strong Memory Connections between Form and Meaning of Words

At this stage, learners acquire words by understanding their appropriate context, enabling them to grasp both the meaning and form of the word. Students can utilize various strategies, such as word lists, word grouping, word association, visual imagery, aural imagery, and physical grouping, to facilitate their learning process.

1-5-5 Using the Words

The final phase of vocabulary acquisition involves the utilization of the newly learned word by the learner. As stated by Hatch and Brown (1995, p. 373-390), all the preceding stages are essential for learners to develop a comprehensive understanding of the term they are aiming to learn. In summary, learners require these sequential steps to effectively acquire vocabulary. Researchers suggest that by engaging in diverse games and activities, learners can encounter unfamiliar words and phrases, gaining a comprehensive grasp of word form, meaning, spelling, and even pronunciation.¹

1-6 Approaches to Vocabulary Learning

According to Schmitt (2000, p. 142), there is no universally superior or correct method for vocabulary learning. The most effective approach will depend on various factors such as the individual student, the specific words being targeted, the educational system, and the curriculum in place. Two broad approaches to vocabulary learning can be identified: direct vocabulary learning and indirect vocabulary learning. This classification is supported by Nation (1990, p. 2), Rubin and Thompson (1994, p. 79), and Richek et al. (1996, p. 203).

1) Direct or 'Explicit' Vocabulary Learning

According to Richek et al. (1996, p. 203), direct vocabulary learning involves a systematic teaching approach where words and linguistic structures are explicitly taught to learners. Laufer and Hulstijn (2001, p. 1) also support this perspective, stating that "direct" or "explicit" vocabulary learning focuses on conscious learning processes, where learners explicitly learn vocabulary either in context or in isolation through direct instruction that encompasses both word meanings and word-learning strategies.

This approach to vocabulary learning is particularly important for acquiring core-basic vocabulary and essential words that are commonly used across various contexts. It holds particular significance for beginner or less proficient language learners as they develop their foundational lexical and semantic knowledge (Nation, 1990). In the early stages of second language acquisition, it is crucial to prioritize the direct learning of individual words. However, as language skills progress, it becomes

increasingly important to also incorporate indirect vocabulary learning through contextual situations for learners (Coady and Huckin, 1997).

2) Indirect or ‘Implicit’ Vocabulary Learning

Unconscious processes of learning through reading or listening, known as indirect vocabulary learning, occur without language learners consciously focusing on specific learning objectives. When learners engage in activities such as reading novels, watching movies, television shows, or listening to the radio, they incidentally pick up new words (Anderson and Nagy, 1991; Nation, 1982; 2001; Sternberg, 1987). Additionally, Read (2000, p. 39) and Laufer and Hulstijn (2001, p. 1) highlight that when learners encounter new words in various real-life situations, such as daily interactions, conversations, or extensive independent reading, they acquire their meanings implicitly. Guessing from context is widely considered a crucial method for acquiring vocabulary (Nation, 2001, p. 232). Richek et al. (1996, p. 203) also note that exposure to rich language allows students to absorb meaning from words, grammatical structures, and concepts.

As language learners become more advanced and independent, they employ inferential or implicit techniques to acquire the meanings of new words. At this stage, teachers may support students directly or explicitly through strategies like word lists, paired translation equivalents, or related semantic sets. They may also facilitate learning indirectly or implicitly by exposing students to words within authentic literary texts. In other words, students may unintentionally learn vocabulary through both explicit and implicit learning approaches.

Vocabulary acquisition occurs incidentally through both direct and indirect methods, although it is impossible to teach every word learners may encounter. Both direct and indirect vocabulary learning approaches are valuable and crucial for learners to acquire vocabulary items. Learners intentionally learn vocabulary as part of their course requirements, but they also incidentally acquire word knowledge through reading and listening. Explicitly taught vocabulary includes not only individual words but also vocabulary learning strategies. Although most vocabulary is acquired implicitly, specific vocabulary should be explicitly taught.

In summary, recent studies on second language (L2) learners demonstrate that a combination of direct and indirect vocabulary learning methods is more effective than relying solely on either approach. While indirect vocabulary acquisition has shown to be beneficial, both techniques strengthen students' language skills. Therefore, FL instruction should emphasize the use of both direct and indirect methods, enabling students to learn, acquire, and effectively use new vocabulary autonomously.

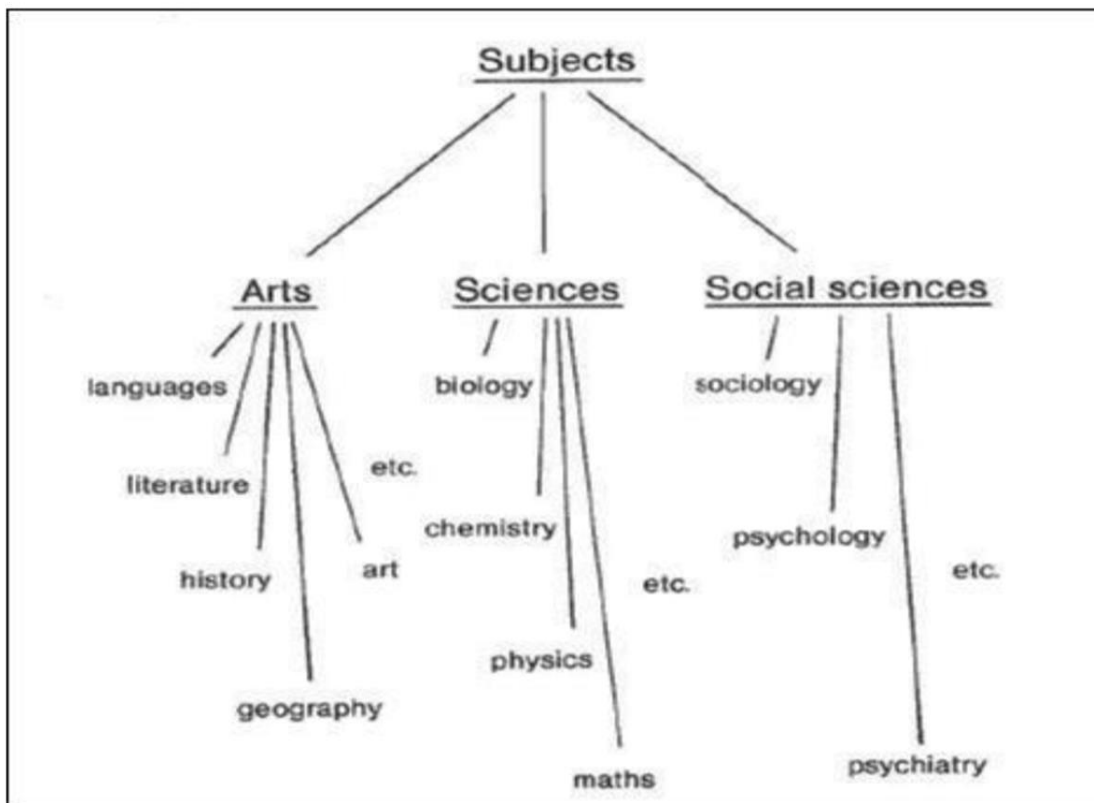
1-7 Vocabulary Learning Strategies

“The word vocabulary has long connoted word lists, and vocabulary learning strategies have been tantamount to techniques that help commit these lists to memory” (Guand Johnson, 1996, p. 644)

According to Gu (2003), as cited in Folse (2004), a learning strategy refers to a series of actions undertaken by learners to enhance their learning process, while a vocabulary learning strategy specifically aids in the acquisition of vocabulary, thereby improving overall language skills. In the context of English as a Foreign Language

(EFL), learners employ various learning strategies that they perceive to be effective for vocabulary acquisition. Folse(2004) further highlights that there exist both effective and ineffective strategies (p. 87). In essence, the quality of learning strategies employed by EFL learners directly impacts their proficiency and self-confidence. It should be noted that not all vocabulary acquisition techniques work equally well for every learner, as stated by Folse (2004). Consequently, EFL learners should utilize their preferred and favored strategies to achieve proficiency and enhance their self-confidence, as language learning strategies facilitate greater learner autonomy. Gairns and Redman (1986) recommend the use of "Visuals" as a strategy for EFL students.

- Word trees
- Graphs and diagrams
- Cards providing lexical item information
- Putting the hyponyms in a list under relevant terms



³Figure 04: word trees

According to Thompson (1987), Oxford and Crookall (1990), and Schmitt (1997), the following learning strategies are emphasized:

- Dictionaries: Bilingual dictionaries, which provide translations or explanations in a different language (e.g., English to Arabic), and monolingual dictionaries, which provide word meanings and explanations in the same language (e.g., English to English).
- Word lists
- Flash cards
- Examining word parts
- Vocabulary note book

³ (Gairns and Redman, 1986)

- Association

English media (such as novels, magazines, and newspapers)

Furthermore, several authors advise EFL students to:

- Use vocabulary trees
- Group words into topics
- Add context
- Learn collocations

Folse (2004, p. 100) suggests that there is no single strategy or approach that is superior to others. However, McCarten (2007) emphasizes the significance of EFL learners following a systematic learning process and building a well-structured vocabulary repertoire, considering factors such as word frequency, usefulness, and learnability. In other words, learners should initially focus on acquiring the most common, practical, and easily learnable words, while leaving more challenging, less frequently used words for later study. Ultimately, due to variations in language demands and objectives among EFL learners, it is important for each individual to experiment with different learning strategies until finding the most effective one for achieving their specific goals.

1-8 Vocabulary Teaching

Recent research indicates that vocabulary instruction can present challenges for teachers, primarily due to their uncertainty about the most effective methods. Thorubury (2002) emphasizes the crucial role of teaching vocabulary in language

learning, as language itself is fundamentally built upon words. The International Journal of Teaching and Education further supports this viewpoint. It is crucial for language educators to recognize that each learner has unique ways of acquiring vocabulary. To ensure effective language instruction, teachers need to consider the individual characteristics of their students and develop appropriate methods or resources accordingly.

1-8-1 Vocabulary Teaching Techniques

Sometimes, English as a Foreign Language (EFL) instructors struggle to find an efficient approach to enhance their students' understanding of the significance of vocabulary, particularly when the students lack motivation and perceive vocabulary learning as a dull task. Consequently, it would be advantageous for EFL/ESL teachers to create novel approaches to teaching vocabulary in their classes. The International Journal of Teaching and Education, in an article by Brwester, Ellis, and Girard (1992), suggests a variety of techniques for this purpose.

- **Drawing:** Utilizing visual aids such as drawing an object on the chalkboard or a flashcard helps learners in retaining vocabulary. This technique facilitates students in comprehending and memorizing key concepts acquired during classroom instruction.
- **Using Pictures and Illustrations:** The use of visuals can support students in acquiring new vocabulary. Illustrations and images offer a wide range of vocabulary options and are often considered the most effective method for explaining the meaning of unfamiliar words. Various resources such as posters, wall charts, magazine images, and photographs can be utilized for

this purpose. Additionally, pictures sourced from newspapers and magazines prove to be highly beneficial. In contemporary vocabulary books and textbooks, it is commonplace to find an abundance of pictures that illustrate the meanings of fundamental terms.

- **Using Objects:** The use of physical objects along with visual aids and demonstrations can support learners in effectively remembering language. Our brains tend to rely on objects and pictures for memory retention, making them a reliable tool. Visual strategies play a significant role in the process of word recall.

When a new term is introduced by presenting a real object, it helps students in memorizing the word through visualization, enhancing their ability to retain and recall it accurately.

- **Eliciting:** After setting up a situation, educators have the opportunity to inquire with students about the words they anticipate encountering or the expected responses and actions in specific scenarios. Instead of just giving learners a word list to study, this approach enhances motivation and improves retention.
- **Translation:** The most commonly employed method in vocabulary instruction is translation, which involves students converting terms from any language into their native language. This technique offers the benefit of enabling learners to quickly acquire a greater amount of vocabulary, particularly when dealing with abstract concepts like happiness and freedom. However, there are drawbacks to this approach, such as students

consistently relying on the easiest method to comprehend new words, which could potentially hinder their ability to infer word meanings.

- **Contrast:** In vocabulary instruction, teachers have the option to employ the strategy of using contrasting terms to assist students in understanding and learning new words. By comparing a term with its opposite, such as 'good' and 'bad', teachers can provide clearer explanations. However, there are instances when this approach may not be applicable, particularly when dealing with words that have gradable opposites. For instance, the concept of 'grey' exists as an intermediate term between 'white' and 'black', making it challenging to contrast these words directly.
- **Word Games:** Word games, such as crossword puzzles and scrabble, come in a wide range and are good for learning and revising vocabulary after it has been presented.
- **Enumeration:** An enumeration refers to a systematic and inclusive compilation of items. The main objective of this approach is to convey meaning effectively.

Additionally, this strategy can be valuable for educators when visual representation of a word is challenging. By providing examples like apple, strawberry, and orange while discussing the word "fruit," the intended meaning becomes evident to the students.

- **Guessing from Context:** Contextual guessing is a method used to handle

unfamiliar vocabulary. According to Nation (2001, p.164), there are four essential elements required to engage in guessing within a written or spoken text: the reader, the text itself, unknown words, and clues provided within the text, along with some knowledge about the process of guessing. If any of these factors are absent, the learners' ability to make predictions may be impeded. In other words, by utilizing the information provided in the text and drawing upon their existing knowledge of the subject, learners can deduce the meaning of the word.

1-9 Vocabulary Learning Difficulties

According to recent research, it has been found that learning vocabulary can be hindered by different learning challenges, leading to a slowdown in the process. As a result, it is important to initially recognize the specific difficulties encountered by learners in order to effectively teach vocabulary. Thornbury (2004, p. 27) proposes the following factors that contribute to the increased difficulty of certain words:

- **Grammar:** The grammatical aspect associated with a word can pose challenges, particularly when it differs from its equivalent in the learner's native language. Remembering whether a verb like "play," "study," or "prepare" is followed by an infinitive form (e.g., "to read") or a gerund form (e.g., "reading") can be a difficult task.
- **Pronunciation:** Based on research findings, words that are challenging to pronounce pose a greater difficulty in the process of learning them.
- **Spelling:** Mismatches in pronunciation or spelling often stem from discrepancies between sounds and spelling, which can make a term more

difficult. Although most of English spelling follows consistent rules, there are some noteworthy irregularities. Words that contain silent letters pose a significant challenge, such as "comb," "stomachache," "ghost," "know," "scene," "foreign," etc..

- **Meaning:** When the meanings of two words overlap, students are likely to confuse them. Prepare and do are two examples: you make a call and make dinner, but you do the homework and do a report.
- **Length and Complexity:** Learning long words appears to be more challenging compared to shorter ones. However, a general observation is that commonly used words in English are often shorter in length. This means that learners are more likely to come across these high-frequency words, which positively influences their ease of learning.
- **Range, Idiomaticity and Connotation:** Words that have multiple applications across different contexts are generally considered easier to learn compared to their synonyms with narrower usage. For example, the verb "put" is a versatile word, encompassing various meanings such as "impose," "place," and "position." Similarly, idiomatic expressions or phrases like "make up your mind" or "keep an eye on" can be more challenging to comprehend than words with clear and straightforward meanings like "decide" or "watch." Additionally, it is often more advantageous to use a simpler word like "thin" instead of synonyms like "skinny,"

"slim," or "slender." Furthermore, complications can arise due to the connotations associated with specific terms.

1-10 Vocabulary Improvement

Improving vocabulary can be useful in many aspects of a learner's career and personal life, as Bowen (1994, p. 91) states: "It is self-evident that even if you know the grammar and the rules of communication of a given language; if you do not know enough vocabulary, you will not be able to express yourself adequately". In this regard, learning vocabulary in any language is unquestionably important. It doesn't only help in language comprehension and production, but it also assists EFL learners and teachers in controlling performance and the learning of any language skill. That is to say, a lack of vocabulary knowledge will surely inhibit learners from achieving their linguistic objectives. Many researchers have investigated the question of how to enhance vocabulary knowledge. According to McCarthy and O'Dell (1994), the greatest approach for students to expand their vocabulary is by reading and listening. Thus, they make the following useful points:

- Develop a reading habit (reading books, newspapers, magazines, etc.),
- Listening to native speakers and to radio.
- Exploring websites (especially instructive ones).
- Watching documentaries and videos.

To summarize, if learners want to expand their vocabulary knowledge, they must apply and practice what they have learned because 'practice makes perfect' (John Adams, 1761).

Conclusion

To conclude, this chapter emphasizes the significance of vocabulary instruction, pointing out that traditional methods tend to prioritize language structure and grammar over vocabulary. Consequently, the chapter explores various strategies for learning vocabulary and discusses teaching techniques that highlight the importance of vocabulary. It encourages learners to adopt the most efficient learning methods and advises teachers to be adaptable in their choice of vocabulary teaching techniques.

Section Two : Note taking

Introduction

In natural teaching concept the act of note taking is common, students are often encouraged to take notes and even though they are not required to do so, most students record information delivered by the teacher, this seems like both teachers and students acknowledge the importance of taking notes, taking notes also believed to contribute to foreign language (FL) Learning. The act of taking notes requires more than just a stylus, paper, and two ears. But taking notes is a very valuable ability that is often overlooked. Additionally, taking notes is a common technique that improves your ability to focus, retain, and arrange information. Taking notes can help you remember things because they can be written in as few words as possible or even as a drawing.

Moreover, It is a related skill and a useful tool in many circumstances involving the transmission of information, particularly at the university level, which is the level we are interested in in this stud, and In order to effectively complete their academic program with a higher achievement, note-taking should be taught by teachers as It enables students to gather information from lectures, books, or any situation that they will later have to memorize. Also different note-taking and storage techniques are used depending on the requirements and learning preferences of the students.

This chapter covers the definition of taking notes, the rationale behind it, the process involved, it also demonstrates several specific note-taking techniques for students to use in order to achieve improved results.

2-1 Definition of Taking Notes

Taking notes is also known as (making notes). It involves capturing the essence of information and, methodically, noting its key points from sources such as oral discussions, lectures, literature, and other sources, According to Range. E (2014, p. 6) taking notes is similar to making a sandwich in that you must first collect the bread and ingredients before putting them together in the proper order to create a tasty snack. In other words, students must compile the data in a manner that makes sense to them and select the approach that best suits their requirements.

According to Baily (2003, p. 18) ,“ effective note-making is a key writing skill, and it has a significant impact on students' progress.” Essays with accuracy are the result of effective note-taking methods. Carrier (2003, p. 395) claims that “effective note-taking can help students to guess at meaning in a post-listening review of notes, especially when comprehension is limited during the listening event.” In contrast to Jones and Mort’s (1994) claim that “taking notes helps students avoid plagiarism”, James, Jordan, and Matthews’ (1979) theory claims that “taking notes helps students develop a thorough grasp of lectures.”

Moreover, taking notes is a habit of successful students, as they have “developed skills that help them learn from lectures; for example, they take notes and use them later to guide their study” (Ormrod, 2000, p. 20). The importance of note taking lies in helping students to integrate and process knowledge (Hill and Flynn, p.2006), The importance of note taking lies in the following elements,“as a mnemonic device, to prepare for exams, to reinforce or compare information contained in the textbook and lectures, and to increase attention during the lecture” Dunkel and Davy (1989, p. 188)

2-2 Taking Notes and Making Notes

Using notes for study involves two distinct processes: taking notes and making notes. Adapted for forensic psychology is this study aid. Neville. C (2010, p. 25) states that taking notes involves recording what is said during lectures or workshops so that it can be referred to later. Making notes, however, is done while perusing a book, a journal, or any other type of text. Another distinction between taking notes and making notes is occasionally noted. In contrast to note making, which requires the student to be autonomous , to summarize, paraphrase, and ask questions in the sense of commenting or verifying ideas, According to Jordan (1997), note-taking can be defined as the process of transcribing all the auditory or written information using identical wording.

Jordan (ibid) however generalizes note taking as a term that is frequently used in support of making notes . Moreillon (2005, p. 155) provides a distinction between note making and note taking in the following manner: “recording information in one’s own words is what distinguishes note making from note taking”, This indicates that the process of making notes necessitates the learner's recording of information by drawing upon their pre-existing knowledge and essential concepts. Taking notes, on the other hand, is similar to writing; the learner reads the material and makes notes of what they deem to be significant. The transition from a passive to an active process is what separates taking notes from creating notes.(Ibid,2010). As it is described in table 01

Note taking	Note making
<p>It is a procedure that entails the act of transcribing or documenting auditory or written information in a detailed manner.</p> <p>The process of writing successful notes begins with this step.</p>	<p>It is an intricate procedure that encompasses the examination, synthesis, and interconnection of ideas derived from reading, while presenting the information in a coherent, engaging, and innovative manner.</p>

Table 01: Neville. C (2010, p. 25) in “the complete guide to referencing and avoid plagiarism”. (2nd ed). It illustrates the distinction or disparity between the actions of taking notes and making notes.

2.3. The Aim of Note Taking

Note-taking is a competency utilized by individuals to varying extents, facilitating the documentation of valuable information and the identification of pivotal components as an integral aspect of organizing their daily lives ; therefore, students must acquire this ability. Accurate, understandable, and succinct notes are essential. The learner can keep a permanent document of what they have heard by taking notes. According to Ferris T. (2007, December), “I take notes like some people take drugs.” This exemplifies the significance of note-taking. Furthermore, "The act of taking notes serves multiple objectives. Notes function as a concise summary or reinforcement of the key aspects encountered through observation, listening, or reading. They can stimulate personal reflection on the ideas of others. Additionally, notes serve as crucial documentation of information sources for referencing purposes. They also serve as reminders for other tasks that need attention. Consequently, notes

can be utilized to recall and review subject matter during the process of revision" (Neville, 2010, p. 25).

Moreover, various authors, including Cottrell (2003), Sinfield and Burns (2003), and Peter and Turner (2004), present analogous arguments to support the act of note-taking:

- Notes are an essential record where the information came from (for referencing purposes),
- They aid in retention. Particularly for assessments, the act of summarizing information using one's own words can enhance the memorization of the content.
- Notes are helpful for future revision, especially when getting ready for tests or writing tasks.
- Note-taking can also contribute to enhancing concentration during lessons or readings. The act of writing notes can assist in mitigating distractions and promote learner engagement, fostering an active approach rather than a passive one

2-4 Classroom Note-Taking

Language students attempt to take notes during lectures whenever it is feasible. For students, taking notes is not as simple as it might seem. James (1977; quoted in Jordan, 1997) claims there are a number of issues while Decoding, comprehension, and taking notes are "broad areas" of difficulty when attending to a lecture. Students may initially struggle to recognize phonological sounds, and this may progress to a lack of comprehension of idiomatic expressions and informal language use. Second, failure to decode the language will almost certainly result in

failure to comprehend. Thirdly, taking notes is a challenge that causes students to confuse what information is essential and what information is not, as well as when to write.

The process of note-taking encompasses three sequential phases: pre-class, in-class, and post-class. In preparation for the subsequent session, students are advised to examine and review their notes from the previous lecture because doing so will help them comprehend the new material. Additionally, students must receive In order to help them understand better, students are required to gather additional information regarding the upcoming lecture and formulate questions. According to the recommendations of Jones and Mort (1994), it is advisable for students to prepare their notebooks in anticipation of a new lesson. Students are encouraged to consider certain guidelines, such as arriving promptly, or even before the teacher, and ensuring they are equipped with spare pens and their notebooks. It is advised that students refrain from taking overly detailed notes during class, as this can impede their "focus on content" (Marzano, 2007).

The topic, the date, the class, and the issue are first written by the students before they begin taking notes. The topic in a lecture is typically the lecture's primary idea. Students have the option to consult the syllabus for further details. Additionally, vocabulary might be the primary concepts for students. phrases, dates, ideas, and hypotheses (Rauschhaupt, 2002).

Students should concentrate on their lecturers during class and ignore any outside sounds or other distractions like other students talking. As mentioned by Jones and Mort (1994), students must also be aware of the various cues that aid in the process of grasping and comprehending instructors' perspectives, such as gestures

(body language), intonation, and voice change. These non-verbal cues from lecturers include facial expressions, voice changes, and body signals that provide additional information.

After class, the written notes should be revised, replacing abbreviations with full words and important concepts with full definitions. Students can use their educational materials to find answers to any concerns they may have; if not, they can speak with their teachers or peers. Students collect their notes right after class ends and read and reread them until any misunderstandings are resolved, also they might face new vocabulary therefore Cues may make it simpler for students to comprehend. The cues can take the shape of inquiries, categories (a grouping of several important words), vocabulary, and notifications. Before the start of the following class, students should inquire their instructors any unanswered questions or hazy concepts. (Rauschhaupt, 2002).

2-4-1 Guidelines for Student Writing: Dos and Don'ts

Students often find themselves uncertain about whether to document certain ideas or deem the information as significant. This uncertainty can pose challenges for students, particularly in the absence of lecture references.

In a study, Chaudron and Richards (1986) discovered that macro-markers aid in lecture understanding and, more importantly, that using macro-markers alone is more conducive to comprehension than using a combination of macro and micro-markers. Jordan (1997) asserts that students can distinguish between ideas of significance and those of lesser importance by the first prosodic cues, such as emphasis and intonation, which is to say that when teachers present important ideas,

they speak louder and with rising intonation. Second, when teachers transition from one aspect to another, students should be able to spot where teachers use lexical connectors like numbers. Jordan (ibid) provides a list of micro-markers and macro-markers, which lecturers employ to distinguish between essential and unimportant ideas. DeCarrico and Nattinger (1988) employ similar terminologies with a minor distinction as they opt to refer to them as macro-organizers instead of markers. Micro-markers encompass words or phrases such as "well," "OK," "and," "right," and "then," while macro-organizers are categorized into eight functional groups: topic markers, topic shifters, summarizers, exemplifiers, relators, evaluators, qualifiers, and aside markers.

These markers are further categorized into two distinct types: global macro-organizers which include the first three organizers mentioned above, and local macro-organizers, which include the last five organizers mentioned above. In contrast to the latter, the former focuses on the general structure of the lesson, whereas the latter emphasize the significance of the data.

2.5. Taking Notes Strategies

In order to help students organize their notes and information, instructors and learning experts have recommended various note-taking strategies and styles over the years (Piolat, Olive, & Kellogg, 2005; Bohay, Blakely, Tamplin, & Radvansk, 2011). Basically, there are three different categories of note-taking techniques. A list of the different note-taking techniques is provided below:

1. Linear notation
2. Notes on the Visual/Pattern
3. Notes in voice.

2.5.1. Linear Note

Piolat et al. (2005) asserted that the typical outline style is linear notes, which are those that succinctly summarize the key ideas heard or read using complete sentences, fragments of sentences, or abbreviations. In addition, they can use their plan to extract the data that students require. You can take linear notes while:

- Reading
- Listening to a lecture
- Listening to class discussions
- Organizing ideas and thoughts

Linear notes go through two levels:

Level 1: Summarizing the key ideas from a lesson or other source

Level 2: may involve reviewing and organizing notes, as well as connecting and synthesizing concepts (figure 01).

Example: between the titles and subheadings when writing them

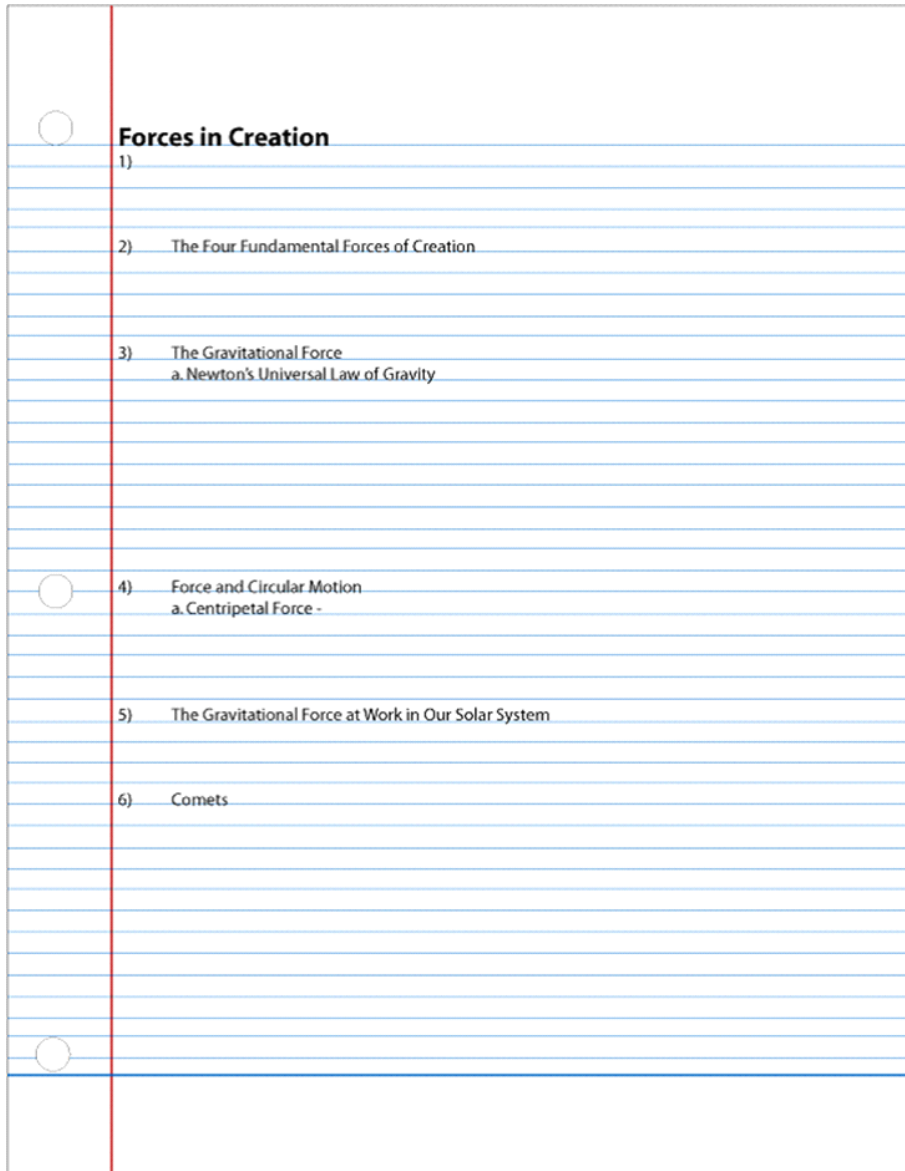


Figure 05.: the linear notes

Level 03 : • Write down the most important details, including vocabulary terms, explanations, and words in bold. Another option is to use key phrases like "the main point is.." or " this will be on the test."

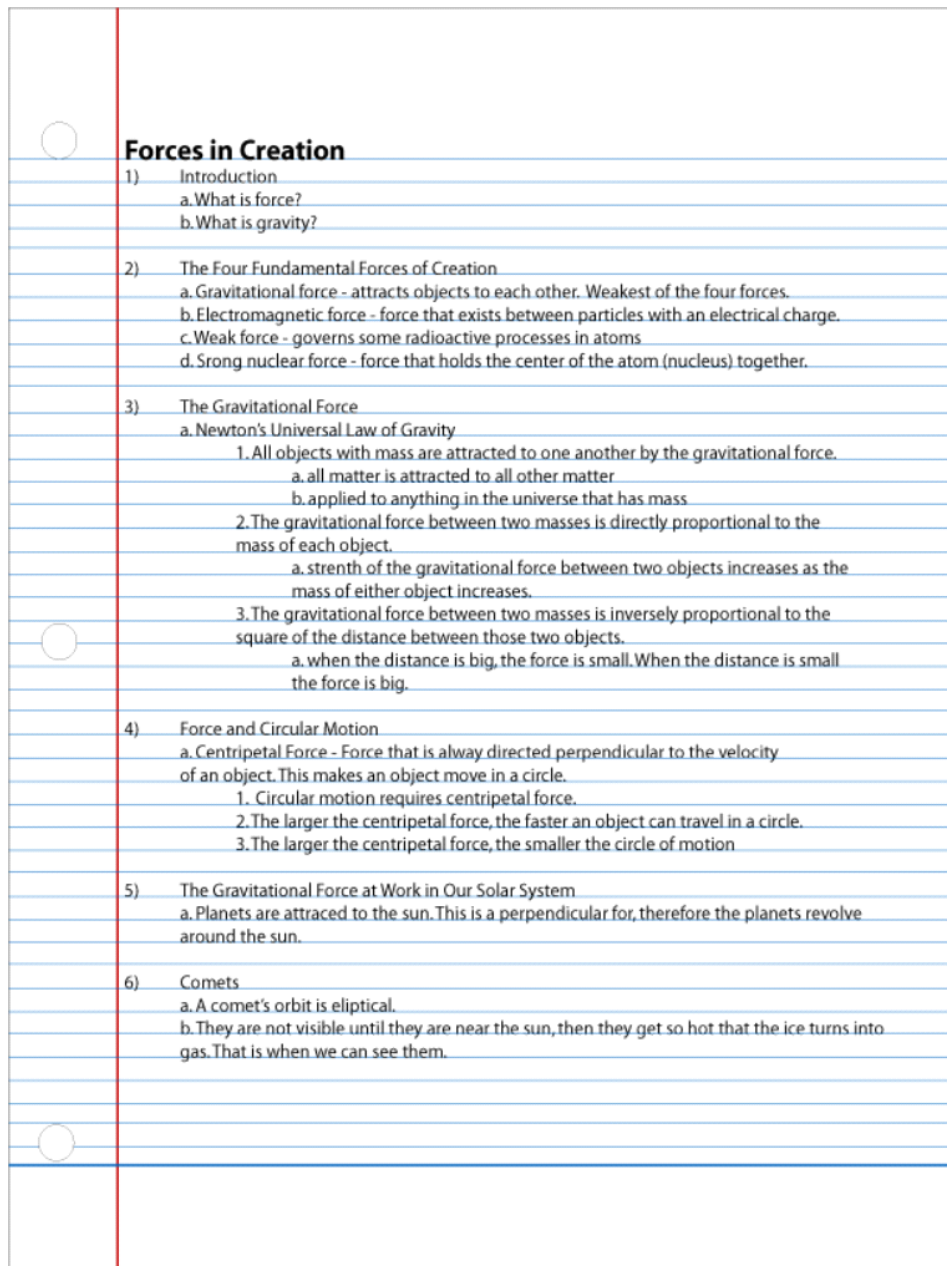


Figure 06 : Shows the level of the linear notes .

2.5.1.1. The Cornell Strategy

The Cornell method, according to Walter Pauk in “How to study in college” (2014), The process primarily serves as a strategic approach for structuring the notes into a valuable study guide rather than merely capturing and documenting arbitrary information.. Active learning and critical reasoning are encouraged by this approach.

He further claimed that the Cornell method, also known as the five R's method, Provides a systematic framework for arranging notes efficiently, eliminating the need for time-consuming rewriting, The Cornell note-taking technique involves five steps. (Pauk.W. 2014)

Stage 1: RECORD

In order to prepare for this particular step, mark a vertical line on the paper approximately 2-12 inches from the left border. Take the time to double-check the accuracy of its positioning for clarity. During Stage 2, the learner should leave the left column, known as the recall column, blank. Instead, the learner should utilize the larger right column to record notes from the lesson. These notes can be written in either paragraph or outline format and should encompass any relevant illustrations, diagrams, as well as questions posed by the instructor and their corresponding responses during the lecture.

Stage 2: REDUCE

To summarize the lecture's major points, enter key words and phrases in the recall column. Make as few lines as you can. Ask questions that will help to connect disparate concepts or to provide more detail on the lecture notes. Write a personal summary of the lesson to conclude. Summarizing data is an additional method for reflecting analytically on what has been learned. Summaries written by the students themselves aid them in determining what they already know and comprehend.

Stage 3: RECITE

Students cover their notes and reformat them in their own terms during this phase. Using the important words and phrases in the recall column, you can help the

students remember what you taught them by covering the right-hand column where you wrote down your notes. Review the lecture notes once more if there are any issues with effective memory.

Stage 4: REFLECT

The notes should be read again and thought about after being reviewed and recited; investigate the causes and effects of problems, define terms, and connect ideas using your text and class notes. Conclude by making broad statements. Put together a concise synopsis of the full lecture.

Stage 5: REVIEW

In order to retain what has been learned, Pauk. W. (2014) argued that the final stage shows a quick review of the notes several times a week. Information is repeated as a result of "distributed review," keeping it current and lowering the likelihood that it will be forgotten. In this phase, students reformat their notes using their own language. Use the important words and phrases in the recall column to jog the learners' memories while covering the right-hand column where you kept your notes. Do a second review of the lecture notes if there is any trouble effectively recalling the information.

Advantages:

- The format makes it simple to extract the main concepts and ideas
- It is organized and systematic for documenting and reviewing notes.
- It is quick and easy and saves time and effort.

This technique is applicable in various contexts, including but not limited to:

- Academic lectures
- Interview settings
- Conference and seminar environments.

Example of Cornell Method:

Cornell Notes

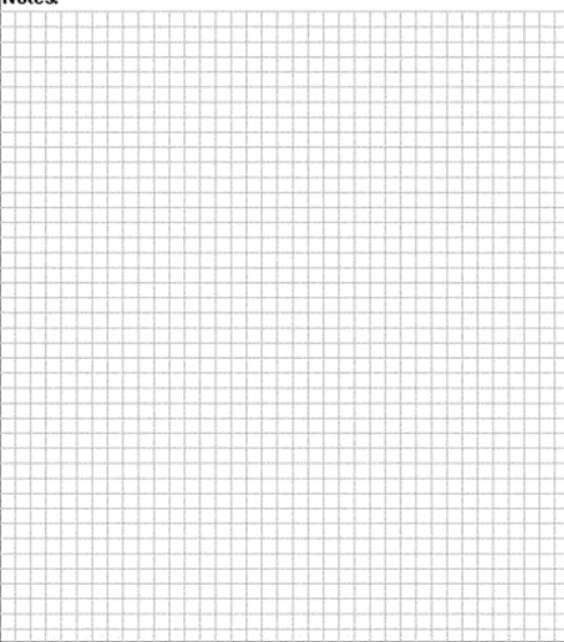
Topic / Objective:		Name:
		Class / Period:
		Date:
Essential Question:		
Questions:	Notes:	
		
Summary:		

Figure 07: Graph Paper, “Cornell Notes Template”.

2.5.1.2. The SQ3R Strategy

SQ3R is an abbreviation representing the sequential steps suggested by Robinson to enhance active and effective reading of a particular text. These steps, namely Survey, Question, Read, Recite, and Review, aim to facilitate the readers' comprehensive engagement with the text throughout the pre-reading, reading, and post-reading phases, thereby promoting deeper understanding.

- **Survey:** To survey something implies to quickly skim it. This brief recap should make the fundamental ideas and conceptual framework clear. Take a look at the headings, subheadings, subject sentences, graphics, and images. The material that will be covered will be clearly outlined in this way.
- **Question:** Generate questions regarding the content and subject matter of the materials.
- **Read:** Take the time to carefully read everything and attempt to find the answers to the questions that were created.
- **Recite:** Students should reword the notes to make them more meaningful.
- **Review:** learners should periodically review their notes to keep the information fresh in their mind.

2.5.1.3. Symbols and Abbreviation

Appropriately employing symbols and acronyms during note-taking is an additional critical factor to consider. According to Wallace (1984), this strategy can significantly save time. However, learners should avoid using symbols and abbreviations in a manner that would render them incomprehensible later on. Students must exercise

caution when employing this method for capturing concise notes to ensure sustained focus. It is not advisable to rely excessively on abbreviations, as students may forget the meanings of symbols over time. Therefore, it is essential for students to establish a consistent system of abbreviations. Baily (2003) asserts that maintaining "clarity" and "organization" is paramount in note-taking, even if the notes are intended solely for the students' own reference.

2.5.1.3.1 Jones and Mort Classification

According to Jones and Mort (1994), there are three types of abbreviations. Common Abbreviations: These acronyms, for example, are substantially more developed from Latin:

- E.g. which is derived from the acronym “exempla grate”, which means “for example”,
- b.** NB which is derived from the acronym “nota benne” meaning “note well”,
- c.** No. which is a shortened form of “numero” and means “number”, and
- d.** Etc. that is acronym of “et cetera” which means “and so on”.

Discipline- Specific Abbreviations: This sort of abbreviation is most frequently used in scientific and technical subjects, such as chemistry, where “Au” stands for gold and "GM" for magnesium and Greek letters are used instead of Roman letters for quantities and concepts. Personal Abbreviations: Anyone can use their own abbreviations in this kind as long as they understand them and continue to utilize the same symbols. For instance, in learning English, the module titles are shortened similar in other fields: Ling for Linguistics. Terminologies are shortened as L1, MT

and F/S L for first language, mother tongue, and foreign/second language, respectively. W.E. stands for written expression, and T.E.F.L.

2.5.1.1.2 Crystal Classification

Crystal (1994) categorized abbreviations into six distinct types are:

Initialisms: In this particular form, words are condensed by utilizing the initial letters of each word, such as the abbreviation "USA."

Acronyms: These are acronyms that differ from traditional initialisms in that they are pronounced as a single word. Unlike older English styles where acronyms were separated by dots, these acronyms, such as "UNISCO," are written without any punctuation. **Clippings:** Clipping is the practice of maintaining only a portion of a word, typically the beginning, as in "exam" for examination. Or keeping the second or the last portion of the word.

Blends: one new term is created by condensing two existing words, as in biopic = biography + picture and camcorder = camera + recorder.

Awkward Cases: There are certain words that do not fall under the four previously mentioned categories. For example, the term "CDROM" combines elements of the first category and is pronounced as "see-dee-rom." There are also words like "pro-BBC" that incorporate affixes with one of the other types. Additionally, some abbreviations, such as "Mr." and "Mrs.," are exclusively used in written form.

Facetious Forms: These are a class of terms that sound like acronyms but are actually expressions that mean something different to a group of individuals. For instance,

“CMG” which means “Call Me God” but properly means “Companion of St Michael and St George”.

2.5.2.1. Mind Maps

Tony Buzan first used the phrase “mind-mapping” in the late 1960s. A mind map is a visual tool that offers a global key to open the brain’s potential. According to Tony Buzan (2012, p. 7), “Modern mind mapping for smarter thinking,” it utilizes the entire variety of cortical skills, including words, pictures, number, reasoning, rhythm, color, and spatial awareness. A mind map also captures information and aids in remembering, connecting, and recording it in a graphically expressive way. In other terms, the map combines both words and pictures. The use of at least three different colors, symbols, and codes to emphasize or symbolize ideas was also advocated by Buzan (2012). Furthermore, he contended that the strategy functions best when people unwind, let their thoughts wander, and are free from the constraints of conventional thinking. Mind mapping is claimed to be effective in helping people to visualize, structure and classify ideas.

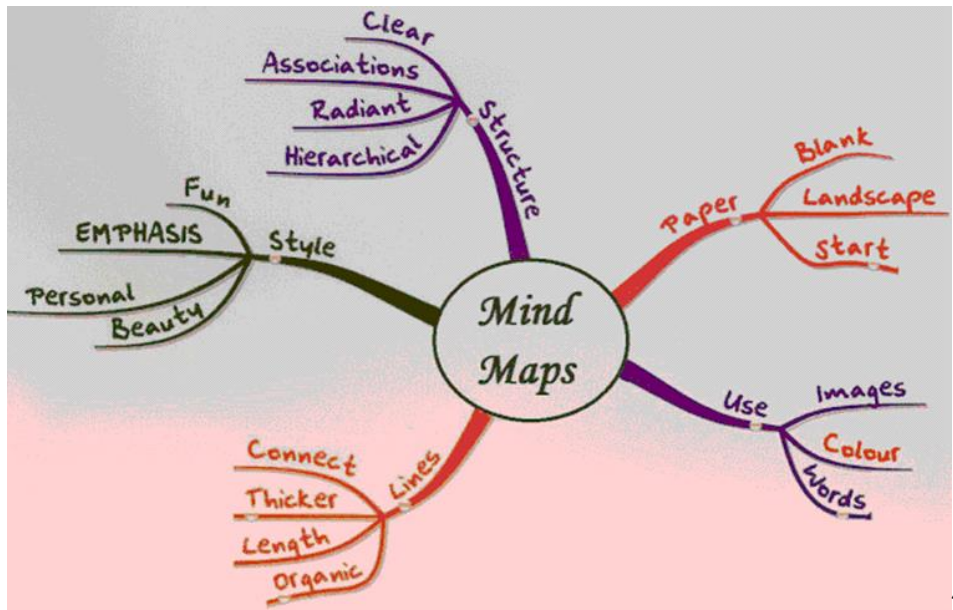
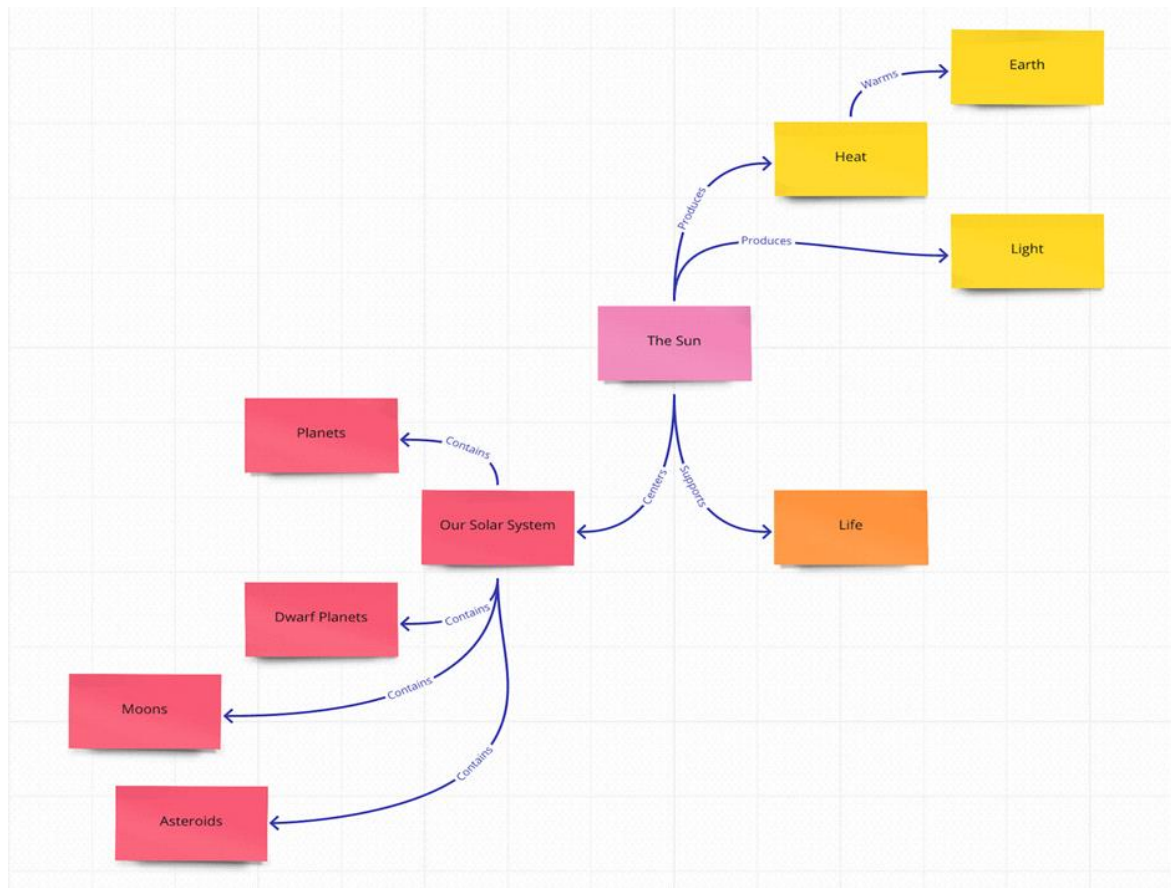


Figure08: Mind map: The scientific way of note-taking

2.5.2.2. Concept Maps

Concept maps (CMaps) and mind maps have visual similarities that are immediately apparent. The key distinction between the two is that a mind map has a single central concept from which all other concepts branch, whereas a CMap is a network of connected ideas. When looking for answers to a focused query, concept maps are especially helpful. By organizing and analyzing material, CMaps appear to have the greatest benefits for assisting students in recognizing and connecting key concepts.

⁴ <https://www.meaningfulview.com/2020/08/mind-map-note-taking.html>



5

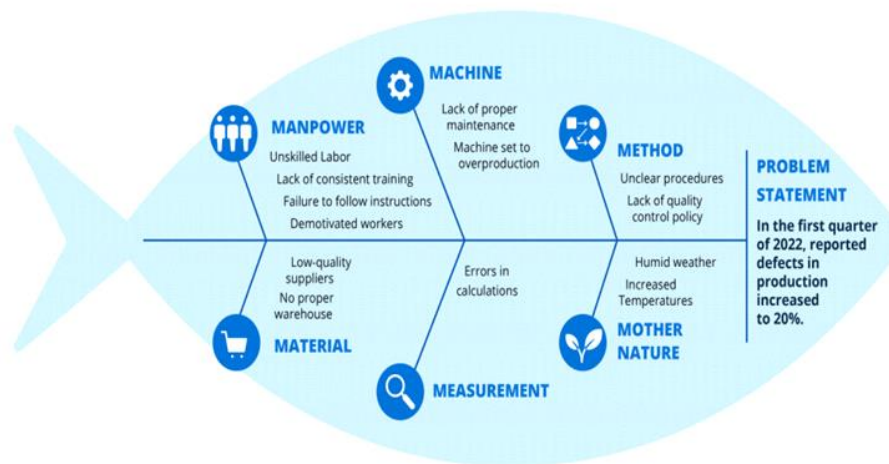
Figure 09: example of a simple concept map explaining the solar system and how its different elements are related to each other.

2.5.2.3. Fishbone diagram

Fishbone diagrams, commonly referred to as "Ishikawa diagrams," were originally conceived by Professor Kaoru Ishikawa in 1968. These diagrams provide a valuable tool for analysis and effectively illustrate the relationship between cause and effect in various scenarios. The structure of these diagrams resembles that of a fishbone, with the identified problem represented at the tip of the arrow and additional branches serving as side bones.

⁵ <https://visme.co/blog/how-to-make-a-concept-map/>

EXAMPLE OF FISHBONE DIAGRAM



SLIDEMODEL.COM 6

Figure 10: Fishbone Diagram

2.5.2.4. Two-Column Visual Notes




The two-column note-taking technique encourages students to highlight significant information in a reading, movie, or lesson before responding to it. This technique can be used to get pupils ready for a discussion or the start of a writing assignment, also The two-column visual notes were founded on the Cornell note-taking technique, Michelle Zoss (2006) noted. The Cornell technique divides a sheet of paper into two columns: the right column is for notes and details, and the left column is for cues for those notes. An example of a two-column statement would be as follows:

⁶ <https://slidemodel.com/fishbone-diagram-cause-and-effect-analysis/>

T-Chart

Name: Coleman Date: 08/23/2015

Topic → "2-D Shapes"

Main Idea	Details
Square 	<ul style="list-style-type: none"> - 4 equal sides - Straight lines - 4 right angles
Circle 	<ul style="list-style-type: none"> - Curved line - 0 sides
Triangle 	<ul style="list-style-type: none"> - 3 sides - Straight lines - 3 angles

© 2015 Mr Elementary Math

Figure 11: Michelle Zoss (2006), “Visual Strategies for teaching Students note taking”

2-6 Types of Note Taking

Jordan (1997) presents four distinct classifications of note taking, with Topic-relation notes belonging to the initial classification. This approach involves the act of topicalizing, where a specific term or phrase is selected to represent a particular passage of text. Additionally, it encompasses the task of translating, which entails

recording the equivalent term or phrase in the learner's first language (L1). Furthermore, Copying is another method outlined, which involves meticulously transcribing the exact content presented by the lecturer, whether it be from the board, overhead projector, or other instructional aids.

Schematizing is the process of incorporating visual elements such as diagrams to organize or illustrate a topic or relationship. It complements the practice of transcribing, which involves meticulously writing down the exact words spoken by the lecturer. Another type of note taking is concept ordering notes, which involves the application of hierarchy cuing. This categorization distinguishes notes as main points, key findings, ordering conclusions, etc., or as examples such as quotes or anecdotes. Furthermore, relation ordering is utilized, employing techniques such as left-to-right indenting, arrows, dashes, semi-circles, or equal signs to indicate the relationship between different topics. The third type of notes is focused notes, which can be further divided into two categories: highlighting-underlining and highlighting-writing. The former includes underlining, using dots or arrows to highlight a topic, and circling topic words. The latter involves writing a topic in smaller letters or enclosing it within parentheses for emphasis. Lastly, the fourth type encompasses revising notes, which entails actions such as inserting additional information by drawing arrows back to earlier notes, using caret symbols to add new content, and erasing or crossing out dated or irrelevant notes.

When it comes to taking notes during lectures, Brookfield (2007) outlines another sort of note that is crucial for students which is “scaffolding notes”. Scaffolding notes are: Skeleton notes that summarizes the contours of a lecture for students. They are provided beforehand either electronically or in paper and give

enough information so that students can follow the lecture's progress but not so much as to make actually showing up a duplication of effort (107). Brookfield (2007) adds that in addition to the skeleton notes, it must be a space that is left to students to write and add extra information by their own.

2-7 The Notebook

The term "notebook" in this context refers to a copybook, which is commonly used by university students as their primary means of recording information. These copybooks serve as a repository for capturing both lesson-related content and additional supplementary information. Even new terms can be introduced by the teacher; they can be stressed, in which case the student may query the teacher, ask a classmate, or consult a dictionary, or they can simply be uttered during the explanation. According to McCarthy (1990, p. 127), "the vocabulary notebook is probably the most common form of written student record. Small notebooks can be carried round easily added to and studied at any time According to Marzano(2007), the term "academic notebooks" is regarded as a significant tool with considerable impact, particularly in students' critical-input experiences. Citing Ruiz-Primo, Li, and Shavelson (2001, as cited in Marzano, 2007, p. 56), scientific notebooks are defined as collections of entries that serve as partial records of the instructional experiences students have within their classroom over a specific timeframe. which falls with the same discussion of Maxom (2009, 29) when he discusses notebook saying: "conscientious students always turn up with a pen and notebook because they want to make their own notes on the course, but they expect any materials you provide to be concise and effective." Additionally, in keeping with this idea, Maxom (ibid) Marzano (2007) further suggests that teachers should promote students' autonomy by

providing instruction on effective note-taking and organization in their notebooks. This empowers students to handle their interactions with teachers and reduces the need to seek clarification on every encountered topic, and when discussing the significance of notebooks and how they aid in vocabulary development, Decarrico (2001) claims that students can “write word pairs and semantic maps which help them visualize the associative network of relationships existing between new familiar words” (Chudhury, 2010, p. 314).

The notebook can be in many different formats, including electronic notebooks, card-index files, Cornell sheets, and sheets that can be downloaded from the internet. Hill and Flynn (2006) state that students may make use of note cards, spiral notebooks, and three-ring binders. Whereas Nation (2005), argues that word cards are preferable than notebooks for vocabulary learning because they allow pupils to have the word on one face and the definition on the other, which the notebook cannot provide.

Conclusion

Irrespective of the methodology or technique employed by students for note-taking in a classroom setting, attempting to grasp the content solely during the final weeks before an exam is unfeasible and destined for failure. While instructors can provide guidance, it is the responsibility of learners to familiarize themselves with various approaches and choose the one that aligns with their individual needs. Maximizing the effectiveness of class time through proactive preparation, diligent note-taking, and thorough analysis is paramount to achieving academic excellence. The rewards derived from such efforts will justify the invested work.

Chapter Two: The Investigation of the Field Work

Introduction

Investigating the impact of note taking strategies on improving EFL students' vocabulary is mainly the ultimate goal of the current research paper. In order to reach the research expectations; two main data gathering tools were used. A questionnaire and an interview. A questionnaire was for second year EFL students, the interview was given to their teachers.

3-1-1 Description of the Teachers' Interview

This questionnaire is composed of two sections, which include different types of questions: close ended and open ended questions. Section one include Teacher's Gender and it is for The purpose of gathering information regarding the teachers' teaching experiences. Section Two deals with the teacher's attitude towards taking notes during lectures

3-1-2 The Aim of the Teachers' Interview

As mentioned in earlier point that the ultimate goal of this interview is to explore and understand Teacher's attitudes and opinions concerning the impact of note taking on EFL learners' vocabulary improvement, Q4 says that approximately all teachers of different modules explain their courses with various methods, also it affirms that the majority of teachers prefer to vary the techniques used , this will help them to make the learner active as much as they can , and what is assumed from the Q5 is that the learners often take notes during lectures, we obtained the same result from the students' questionnaire where learners claim that they take notes in the class

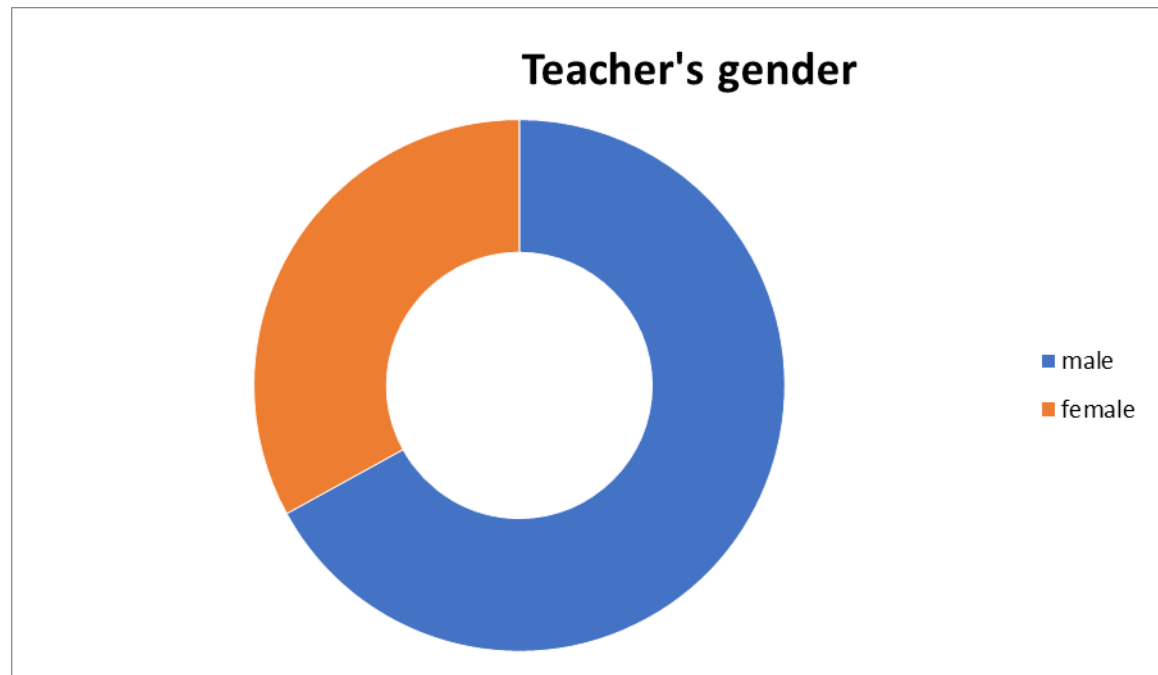
, Q6 reveille the result of that note taking can enhance students vocabulary. Similarly to the students answers both teachers and students affirm that the strategic note taking should be taught for many reasons, the main reason is to improve the vocabulary.

3-1-3 Analysis of the Results

Section One: Teacher's Background Information

Question 01: Specify your gender

Option	N	%
Male	10	67%
Female	5	33%
Total :	15	100%



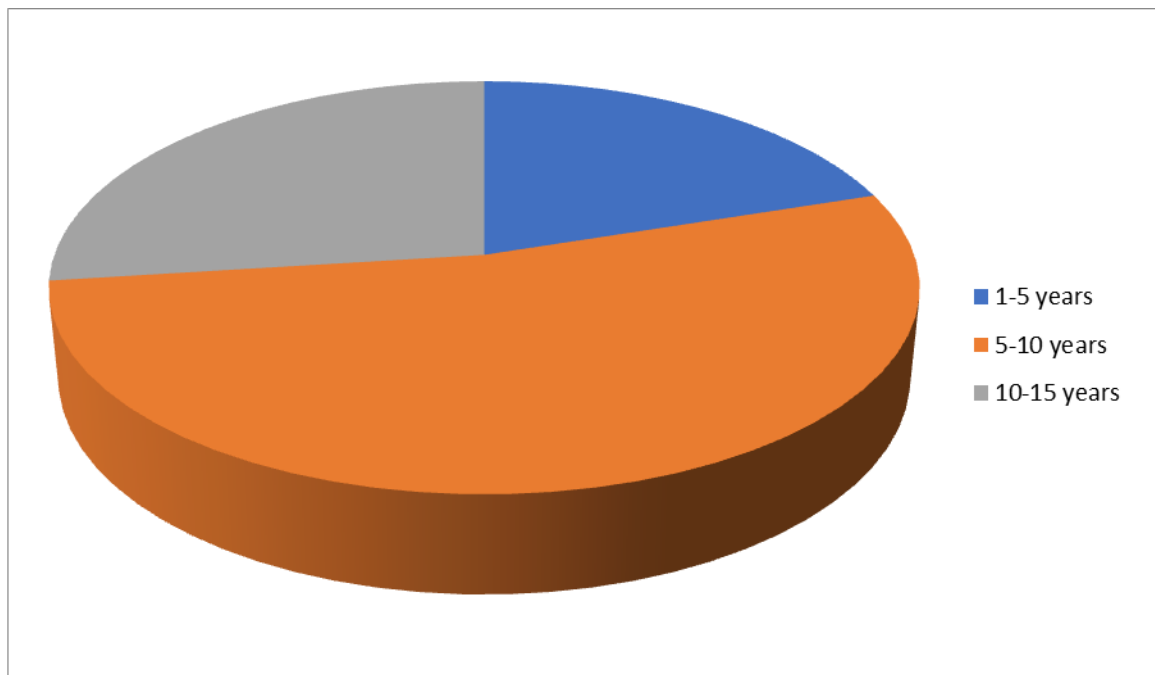
Graph 01: The Teachers' Gender

From this table and graph, we can notice that the sample contains three (05) female Teachers and ten (10) male teachers. They are teachers in the department of English. They Teach different modules.

Question 02: How long have you been teaching at the University?

Option	N°	%
1-5 years	3	20%
5-10 years	8	53%
10-15	4	27%
Total	15	100%

Table 02:Teaching Experiences at University



Graph 02: Teaching Experiences at University

The table and the graph above show that novice teachers from (1-5 years) of Experience represent (20%) of the sample, while experienced teachers with (5 to more years) represent the rest (80%). This indicates that the division of English Language at MSila University has teachers from different generations. Most of them are experienced.

Question 03: Which module are you teaching?

The data shows that those fifteen teachers teach different modules, and some of them teach different modules , Four teachers teach Applied linguistics another two teachers teach Oral expression . Furthermore, one teaches Pragmatics , three teach Written Expression and two teach Translation, in addition to two of them teach literature, and the remaining; 13 are teachers of linguistics specialty and the others teach Literature. These datum imply that the teachers of our sample of study are teaching different modules. That is what lead to a different opinions depending on these variations

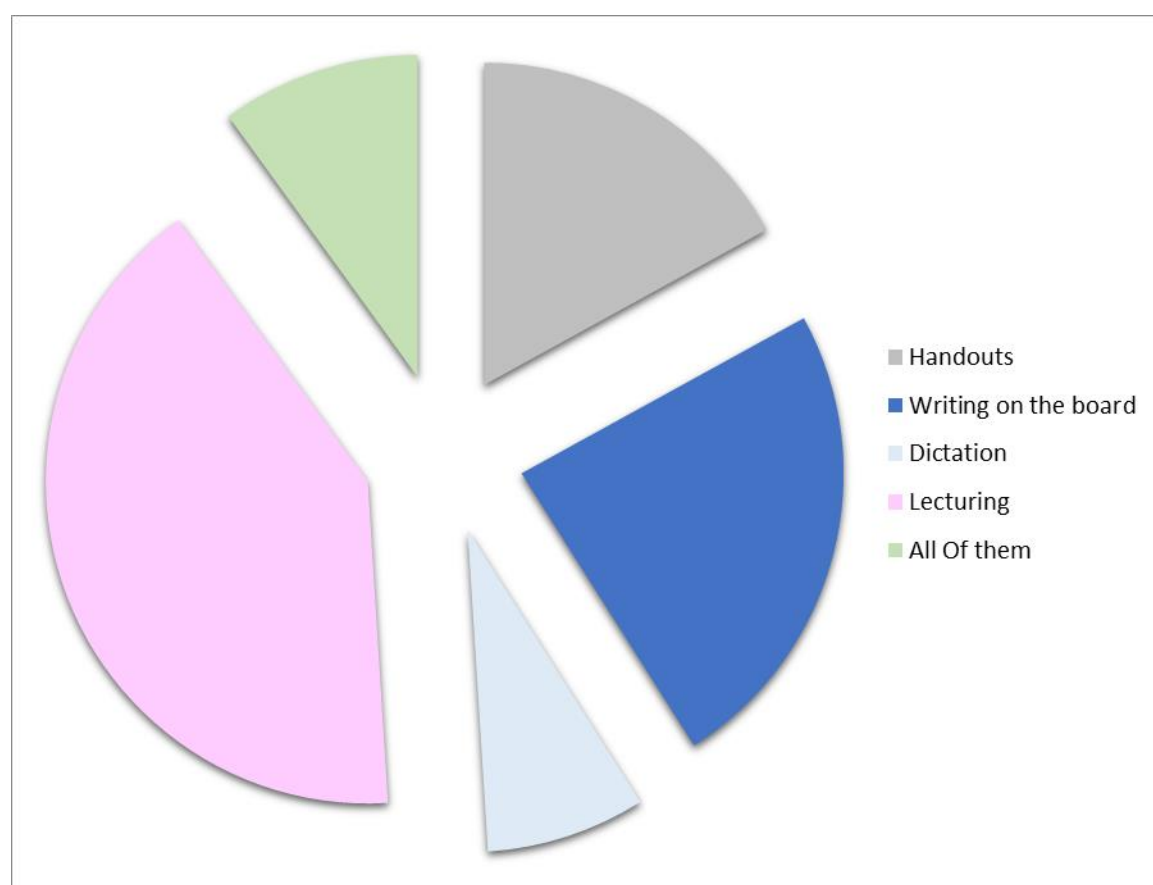
Section Two: Teacher’s Attitude Towards Student’s Taking Notes During Lectures.

Question 1: How do you explain your course?

Option	N°	%
Handouts	5	17%
Writing on the board	7	24%

Dictation	2	8%
Lecturing	12	41
All of them	3	10%
Total	15	100%

Table 03: Teachers' Teaching Method



Graph03: Representing the teachers' teaching methods

This item aims at finding out the different methods that the teachers use while teaching. Five (05) of them representing (17%) use handouts as main teaching method. The Same thing with using all the methods; three responses representing (10%),

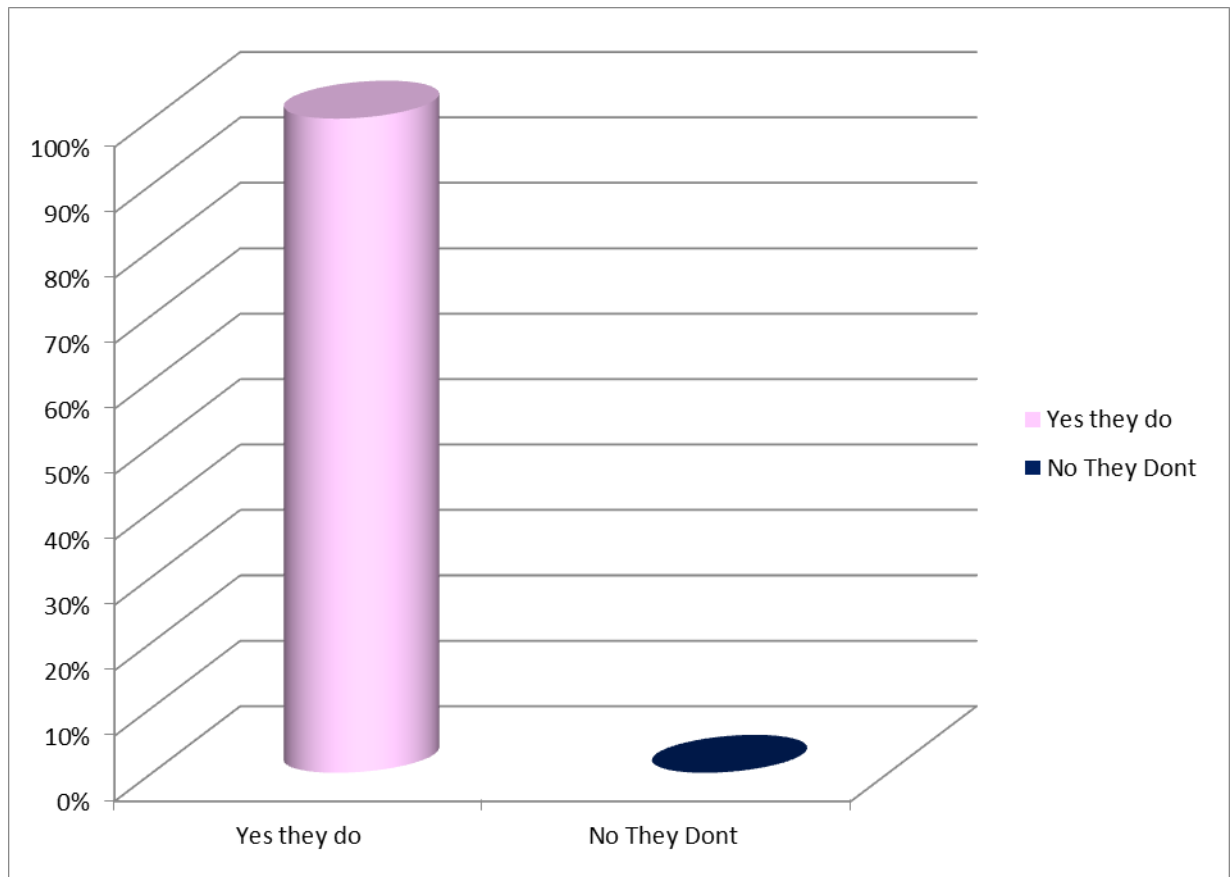
Whereas, the majority of teachers, making up (41%) preferred lecturing. While, writing on The board with (24%) responses. Otherwise, Only two teachers with (8%) chose dictation. In other words all the methods are used by teachers. Moreover, these data imply that every teacher has his way of teaching (method).

Justify :

The responses of the teachers were different. The teachers, who use all the methods, justified their answers that all methods should be taken into consideration, to maintain students focus and to avoid getting the learners bored, also they stated that there is no one and only method while teaching, it is up to the situation and the need .While teachers who preferred lecturing justified their answers that it is the best way to the different modules as it involves students into discussion and encourages them to think critically, the teachers who chose handouts and dictation claimed that they enable them to collect new vocabulary, while the rest described writing on the board as a method to provide the maximum of explanation to learners.

Question 2: Do students take notes during your lecture?

Option	N°	%
Yes	15	100%
No	0	0%
Total:	15	100%



Graph04: Histogram Representing Students' Taking Notes.

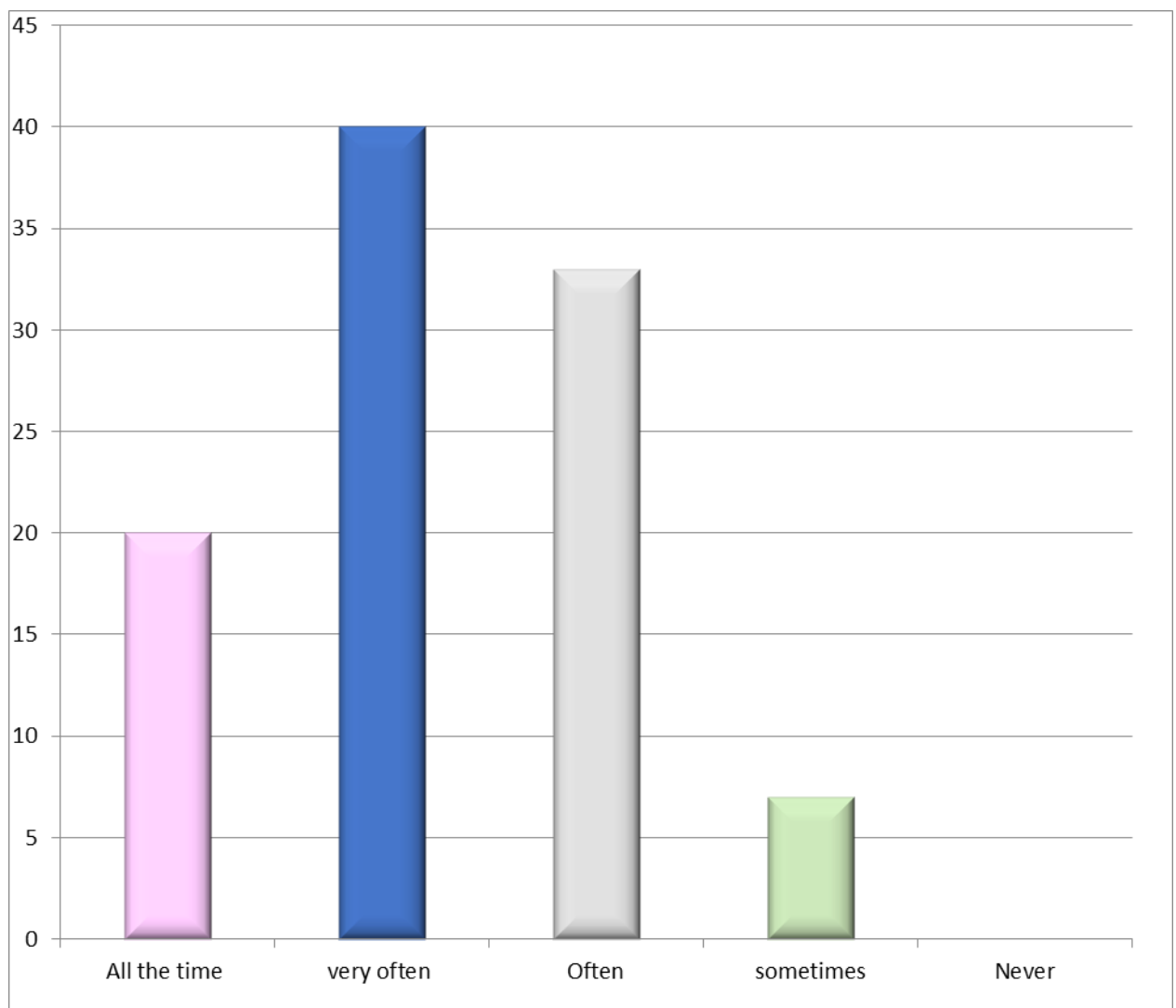
The table and the histogram above show that all the students who have been taught by those fifteen (15) teachers (100%) are taking notes in lectures. This result indicates that most students take notes.

Question 3: If they do how often?

Option	N°	%
All the time	3	20%
Very often	6	40%
Often	5	33%

Sometimes	1	7%
Never	0	0%
Total	15	100%

Table 04: How often do students use notes.



Graph05 : Histogram Representing How Often Students Use Notes.

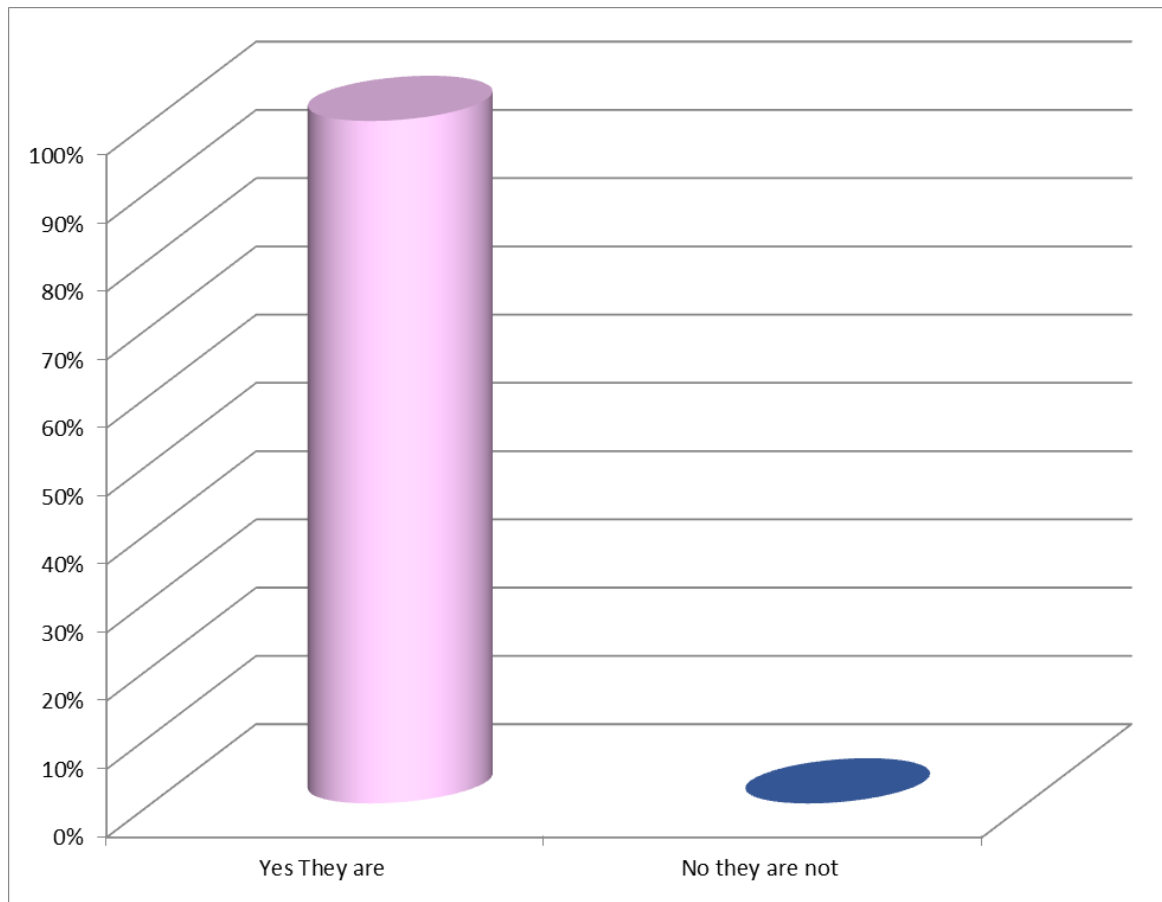
What is noticeable from the results which are shown above is that approximately the majority of the sample (40%) , Six teachers asserted that their students take notes

very often during lectures. While, only one representing (7%) affirmed that her students sometimes take notes. However, none of them chose “Never”, also just three of them (20%) chose “All the time” and (33%) chose Often , These Results imply that note taking is often used by students.

Question 4: Do you think that taking notes is beneficial during lectures?

Options	N°	%
Yes	15	100%
No	0	0%
Total	15%	100%

Table05: The Teacher’s Opinions about Taking Notes While Lecturing.



Graph06: Histogram Representing the Teacher’s Opinions about Taking Notes,

while lecturing. It seems from the illustrations above that all teachers of the study (100%) affirm that notes are beneficial while lecturing.

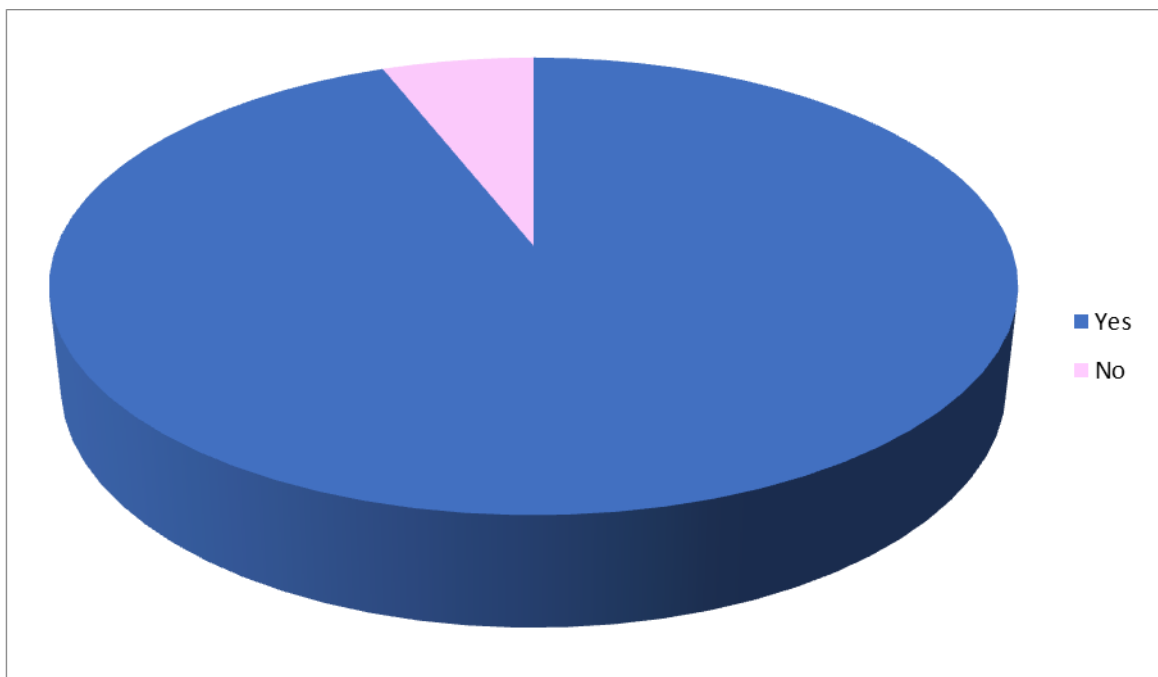
If yes , how they could be ?

Teachers’ responses differed because of disparity in their experiences. Some of them describe the benefits of note taking as a way of simplifying the course and storing the most important information that might be forgotten if they are not , otherwise, written on a paper, other declared that note taking serves many purposes including brainstorming, revising, recalling and mapping ideas , also way to a better memorization, Moreover, the rest suggest that notes are reminder and references to future study, review, tests or exams.

Question 5: do you think that note taking can enhance students vocabulary?

Option	N°	%
Yes	14	94%
No	1	6%
Total	15	100%

Table06: Teachers' Agreement On The Positive Impact of Note Taking on The Vocabulary Improvement.



Graph07:Representing The Teachers' Agreement on the Positive Impact of Note Taking on Vocabulary Improvement.

The table and the histogram above show that Fourteen of the teachers(94%) agree that note taking can enhance the vocabulary, This indicates that teachers from their own

experiences, notice that taking notes play a major role in enhancing their vocabulary, but unexpectedly one teacher was against this and he claimed the opposite.

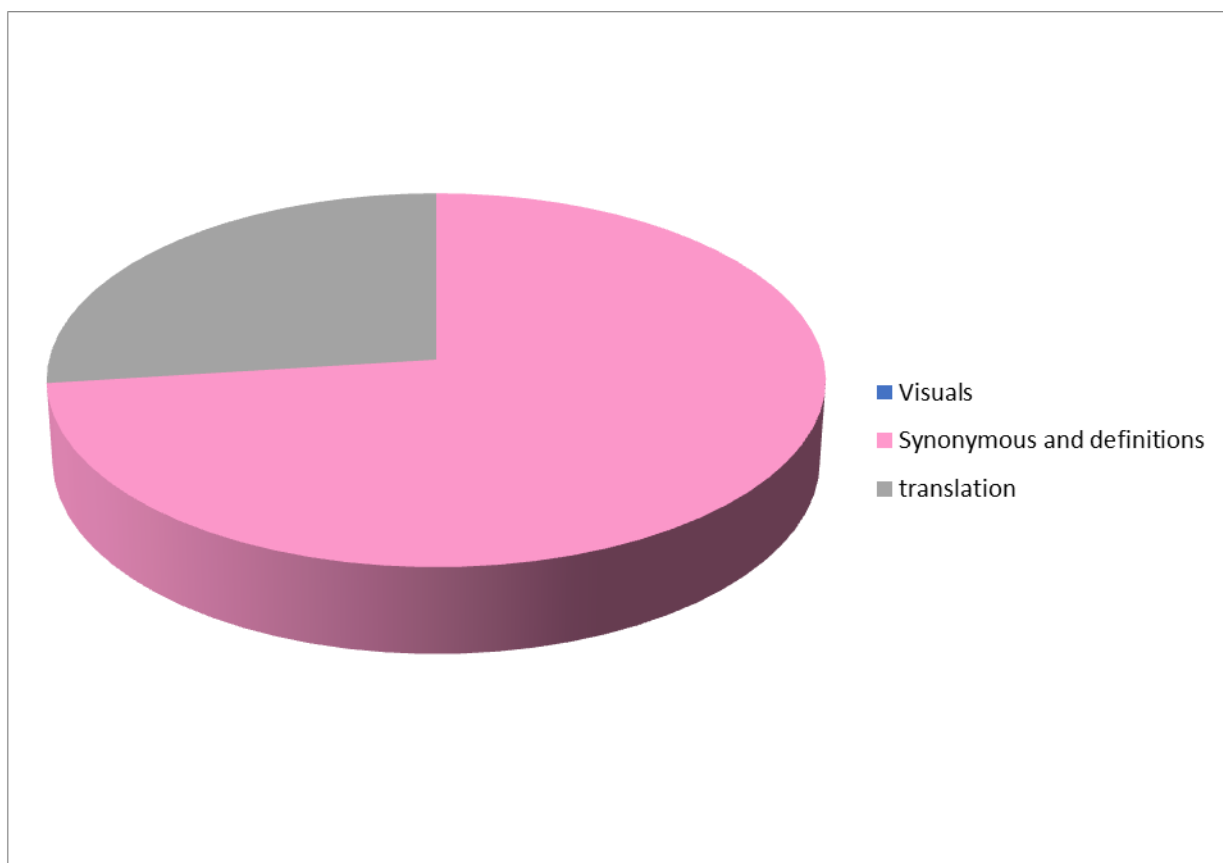
If yes, how?

Teachers' views were approximately the same concerning the positive impact of note taking on vocabulary development , they claim that facing new words when taking notes during the session can significantly increase the capacity of learners' vocabulary backgrounds, yet unexpectedly only one teacher provided negative answer , he stated that note taking could not enhance vocabulary.

Question 6: What technique do you prefer to present new words?

Option	N°	%
Visuals	0	0%
Synonymous and definitions	11	73%
Translation	4	27%
Total	15	100%

Table 07:Techniques used by teachers to present new vocabulary items



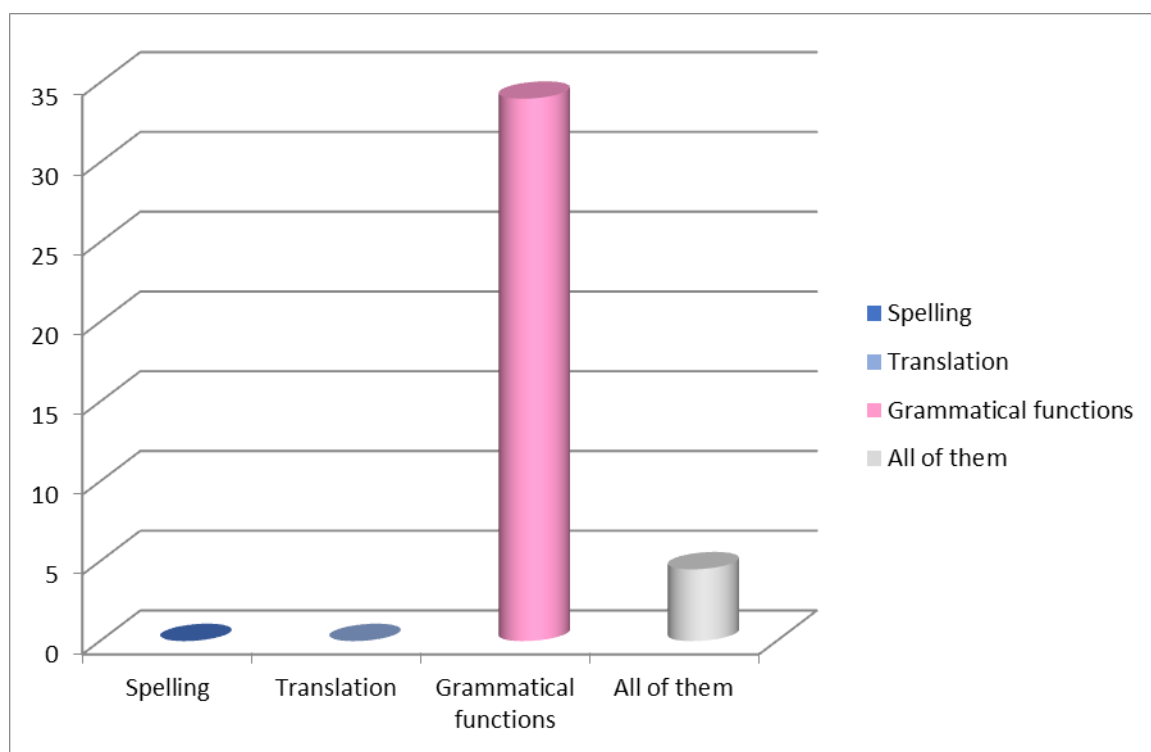
Graph08: present techniques used by teachers to present new vocabulary words. The results reveal that teachers' most preferred technique of presenting new vocabulary is using synonyms and definitions. On the other hand, no teacher uses visuals to demonstrate new words, and only four teachers use translation. This means that teachers sake to choose the appropriate techniques that suit their learners' level.

Question 7:When presenting new words you also add their:

Option	N°	%
Spelling	0	0%
Translation	0	0%
Grammatical functions	5	34%

All of them	10	66%
Total	15	100%

Table 08: Teachers choice about what they add when they present new words



Graph08 : presents what teachers add when they present new words :

According to the results, most teachers (10) when presenting new words to their learners, they add words' spelling, translation, and grammatical functions, such as irregular forms, plural cases, grammar rules exceptions,...). Although, five teachers preferred to add words' grammatical functions.

Question 8:Do you think that vocabulary teaching takes part in your curriculum?

The aim of this question was to know the situation of vocabulary teaching in the curriculum. Most teachers claimed that vocabulary is given attention by course

designers, while the others believed that vocabulary is ignored in their teaching curriculum. These results demonstrate that vocabulary teaching greatly depends on the teaching modules, teachers themselves, and students' degree.

Question 9: Do you think that teachers should encourage learners to take Notes?

Teachers affirm that they should encourage the learners to take note. Their answers were a bit different; some teachers said that note taking strategy should be taught and avoid providing handouts all the time , thus in this case students will rarely take notes, while others claimed that they can help the learners by rewarding them and pricing them regularly, also they mentioned that they can help the learners outline their lectures and organize their ideas verbally. However, all teachers agree on teaching the different techniques of note taking to facilitate its use.

Question 10: In your opinion, should effective note taking be taught?

This question has been asked to show that even if taking notes seems to be a simple way to recall lectures, it is also, a valuable skill that should be taught. All teachers of the study agree that note taking should be taught. They assert that most students have no idea what to write and what to leave, therefore, it should be practical, trained and be made explicit for students.

3-2-1 Description of the Students' Questionnaire

This questionnaire consists closed and open questions, those questions contain nine items organized in two sections. It is a combination of different types of questions. It consists of open form items, and the closed form items with Yes/No questions. With a free space about four (04) lines to either justify their choices or explain Them. The following is a detailed description of each section.

Aim of the Students' Questionnaire

This questionnaire is distributed hand to hand to thirty (47) students. The student's Questionnaire was administered in a good situation, because we have received help from both the teachers and students of Msila University; Division of English. The questionnaire took the students, nearly 15-20 minutes of their time. So, we submitted the questionnaire For 47students in one day, and we got them back in the day after because the students were chosen randomly form different groups In order, to have insight About the impact of the strategic note taking on the learners' vocabulary improvement.

3-2-3 Analysis of the Results

Section one: The Student's Profile (Q1 Q2)

It stands as a general background. The first question is about the general Information of the student profile: gender, and, years of Studying English.

Section Two: Student's Attitude towards Taking Notes and Vocabulary

The second (2nd) section is about the student attitude towards taking notes and vocabulary during lectures. The questions are about problems that learners encountered While taking notes, their attitudes towards it , they are also about the relation between the two processes.

2.2.2. Analysis of the Students' Questionnaire

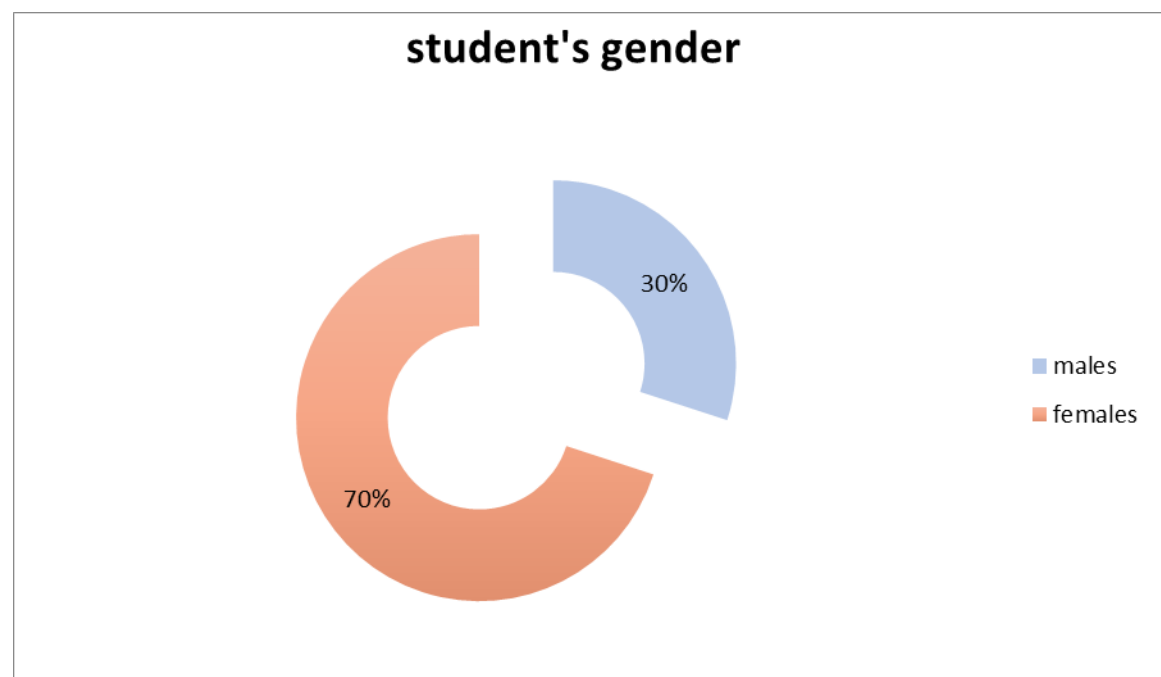
In this component, data will be treated in Tables and Graphs, and the information will be presented and analysed according to the order of items in the questionnaire in the form of percentages and in the form of short paragraphs.

Section One: (Q1 Q2)

Question 1: Specify your gender.

Option	N°	%
Male	14	30%
Female	33	70%
Total	47	100%

Table10 : Students' Gender Distribution



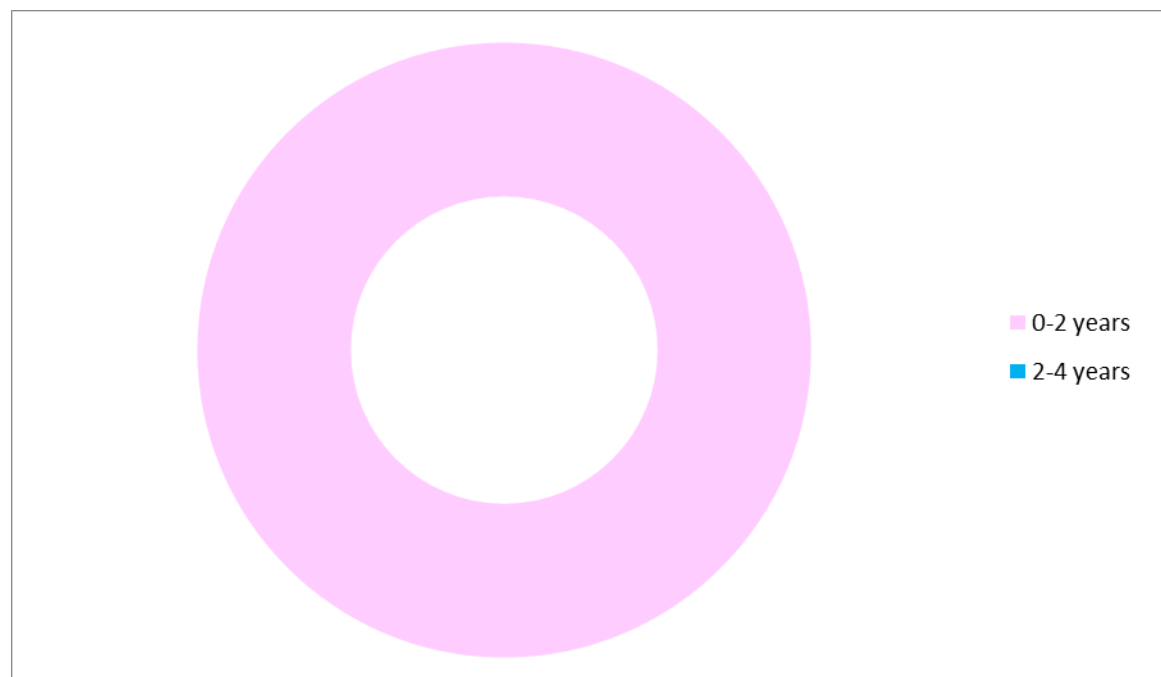
Graph 10: Students' Gender Distribution

As illustrated above in the Table and Graph, the majority of the participants who answer the questionnaire are female learners with (70%), while males represent (30%). By this question we want to show whether gender has an impact on the Learners' preference on taking notes, or not.

Question2: How Long have You Been Studying English At University?

Period	N°	%
0-2 years	47	100%
2-4 years	0	0
Total	47	100%

Table11: Period of Studying English At University



Graph 11: Representing the period of studying English At University

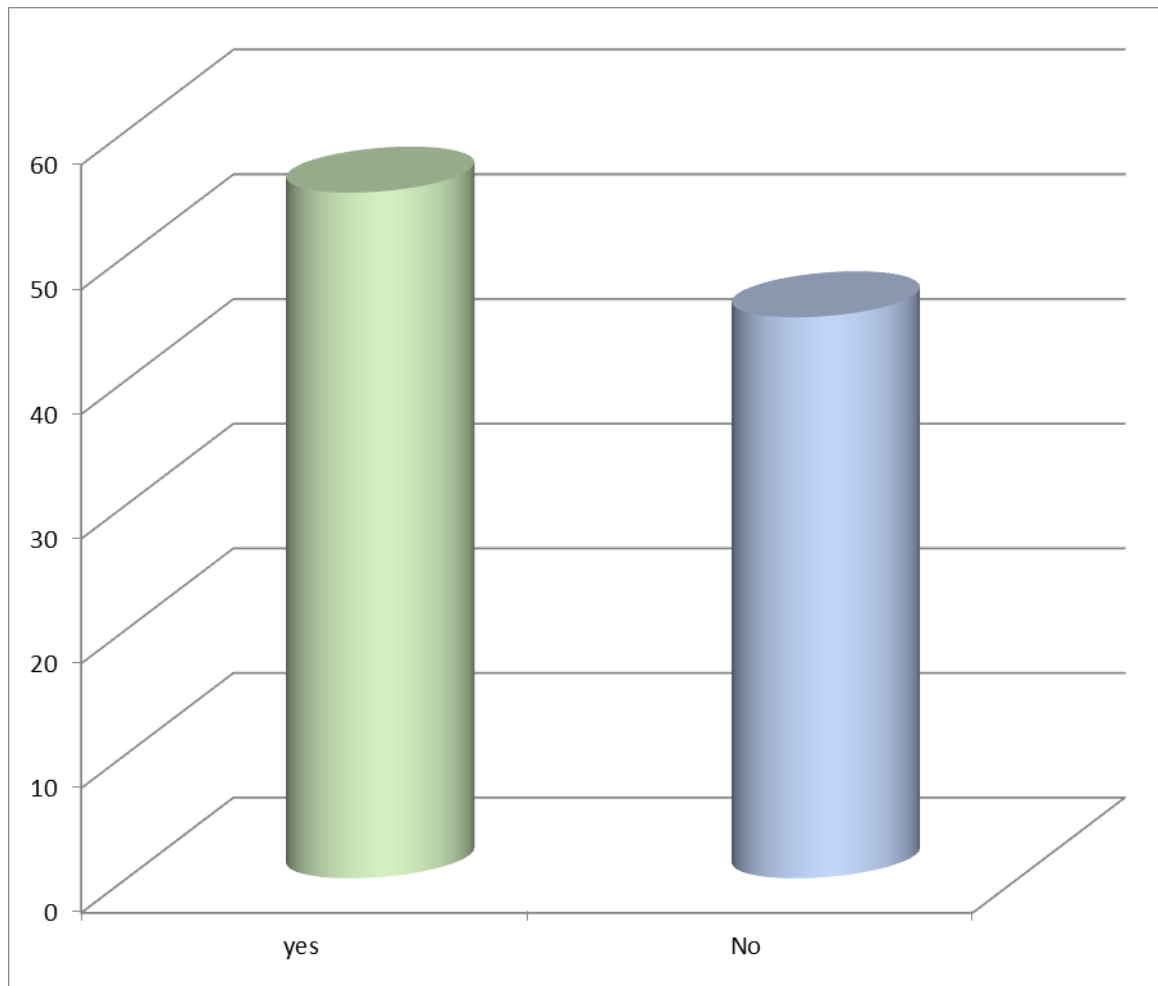
Results show that all (100%) the participants from Msila university have been studying English at University for three (02) years.

Section Two : Students Experience about Taking Notes

Question1 : Have you encountered any problems when taking notes?

Option	N°	%
Yes	26	55%
No	21	45%
Total	47	100%

Table12: Students' Agreement About Problems Existence



Graphic 11: Histogram Representing The Students' Agreement About Problems Existence.

It is clear from the figures above that approximately the majority of the sample (55%) of students have encountered many problems when taking notes. The following table shows the main types of problems that second year students faced:

Statement	N°	%
Time management	10	20%
Insufficient knowledge about note taking	20	50%

The Teacher's lecture speed	17	30%
Total	47	100%

Table13 : Types of problems that second year (2nd) students have faced

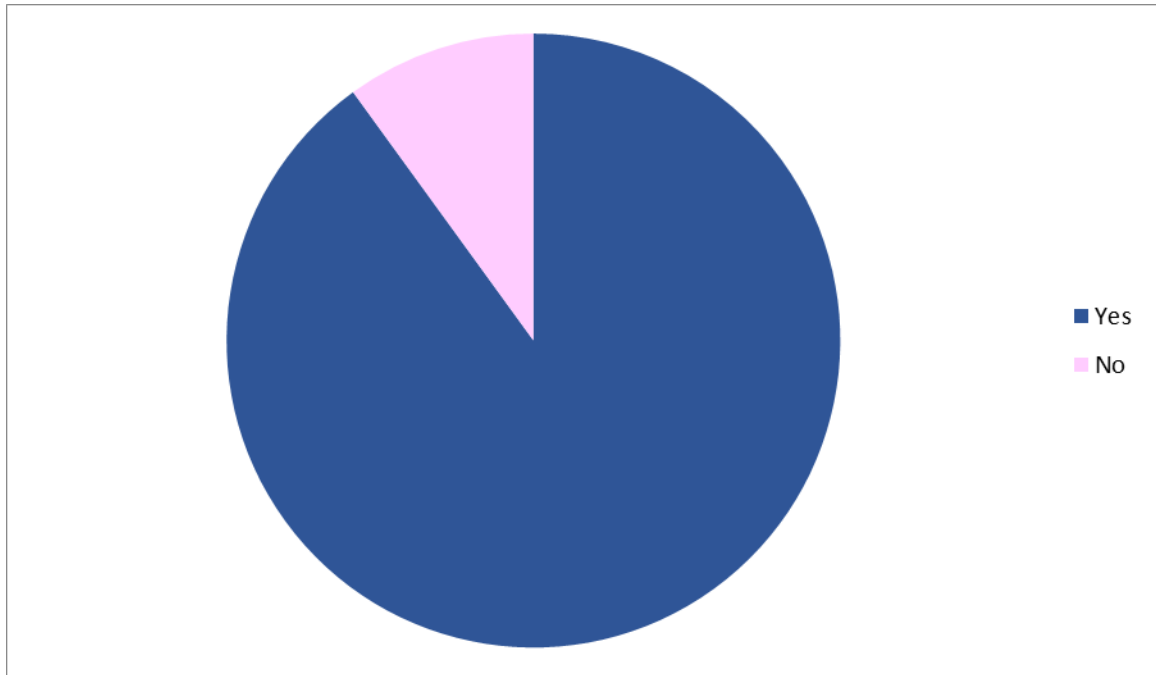
This table indicates that the insufficient knowledge of how to take notes is the biggest problem faced by second year students with (50%). What comes next is about the Instructor's lecture speed , (30%) of the participant suffered from this issue; this latter is related to the first problem because students try to write down every single word of the teachers'(instructors') words. In the other hand, only ten participants stated that they had a problem with time management.

Question03: In this question, participants have been asked to circle Yes/ No of and the results are shown in the following tables and graphs.

Question 04: Do you take notes in the class?

Student's agreement	N°	%
Yes	42	90%
No	5	10%
Total	47	100%

Table14: Students' Agreement on Taking Notes in the Class.



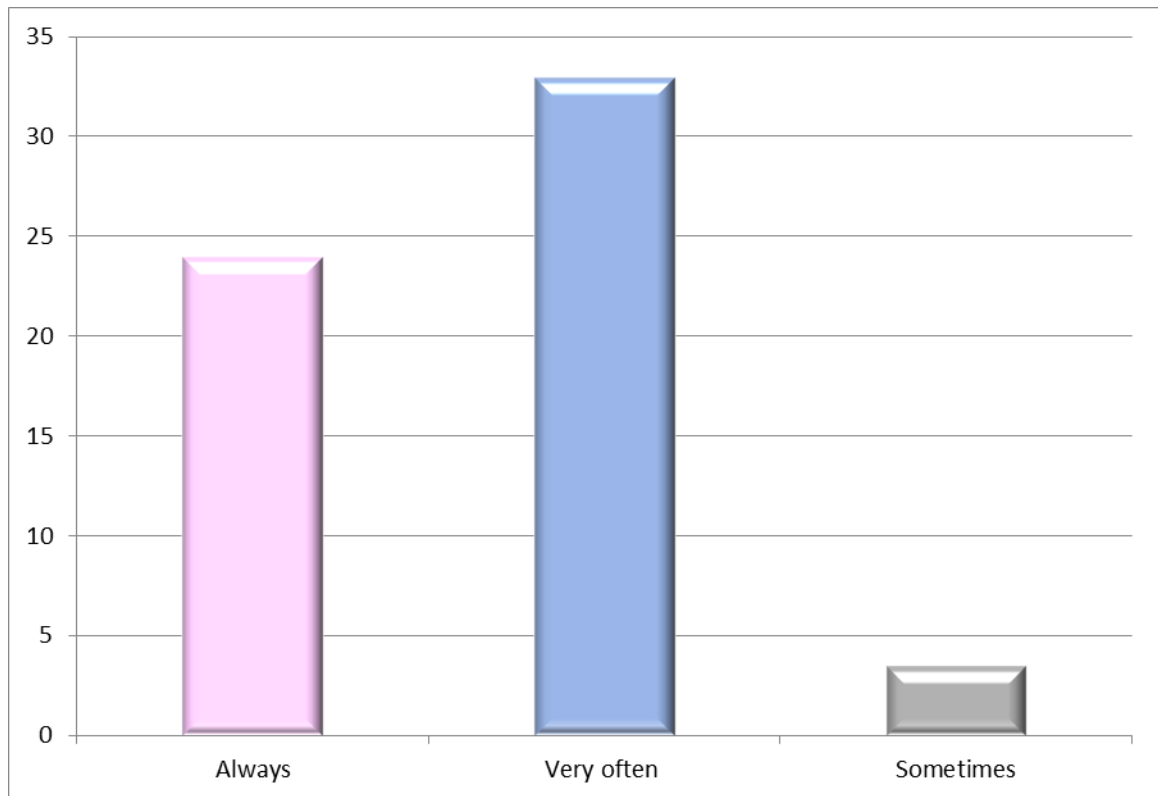
Graph12: Students' Agreement on Taking Notes in the Class.

The table and the graph above show that the (90%) of the sample stated that they take notes in the class. Hence, Second year students are aware of the importance of the strategic note taking while lecturing.

Question 04: How often ?

Option	N°	%
Always	10	24%
Very often	14	33%
Sometimes	18	43%
Total	42	100%

Table 15



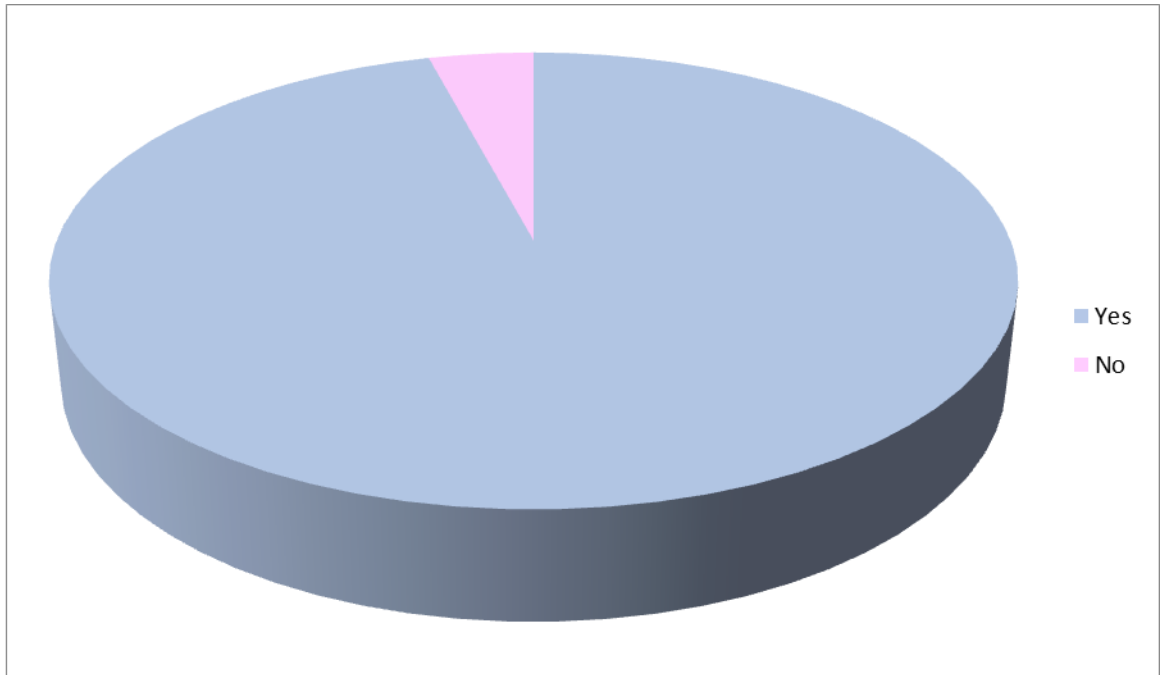
Graph13: How often students take notes .

From the table and the graph we notice that students sometimes take notes .

Question 05: Do your teacher ask you to take notes ?

Option	N°	%
Yes	42	74%
No	5	26%
Total	47	100%

Table16: Do your teacher ask you to take notes



Graph14 : represents if students are asked to take notes

If “yes” how often ?

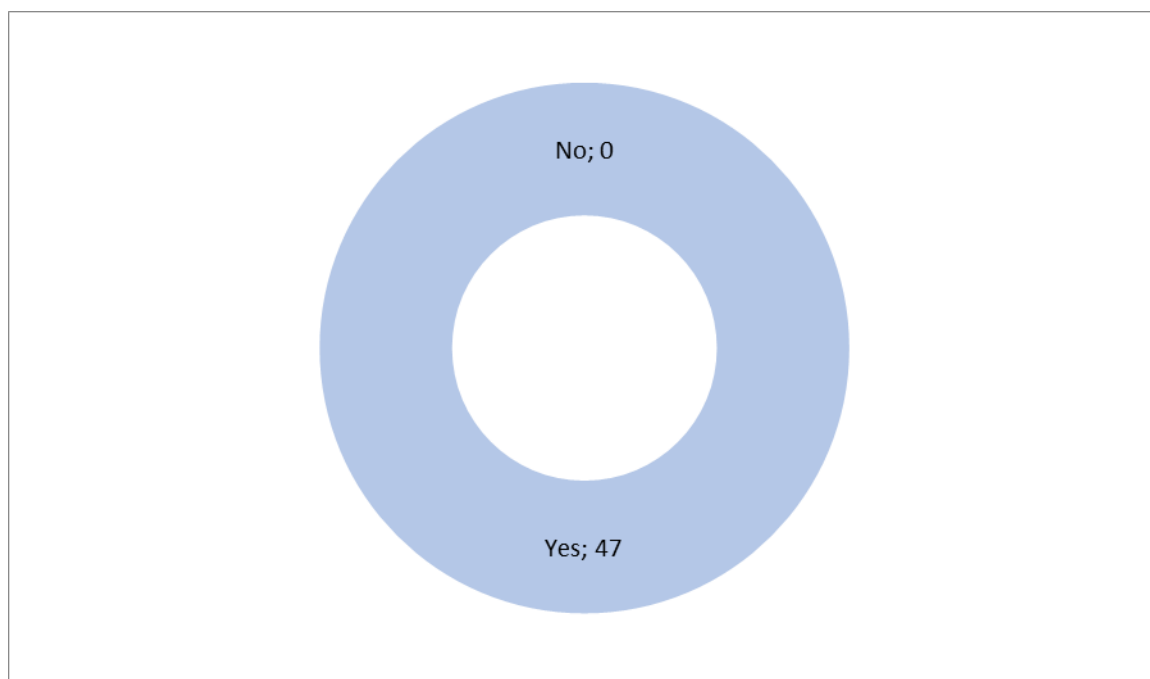
Option	N°	%
Always	12	29%
Sometimes	30	71%
Total	42	100%

Table17:From the table and the graph, we can assume that students are always asked to take notes during class by the instructor.

Question07 : do you consider vocabulary as an significant aspect in learning?

Options	N°	%
Yes	47	100%
No	0	0%
Total	47	100%

Table 18



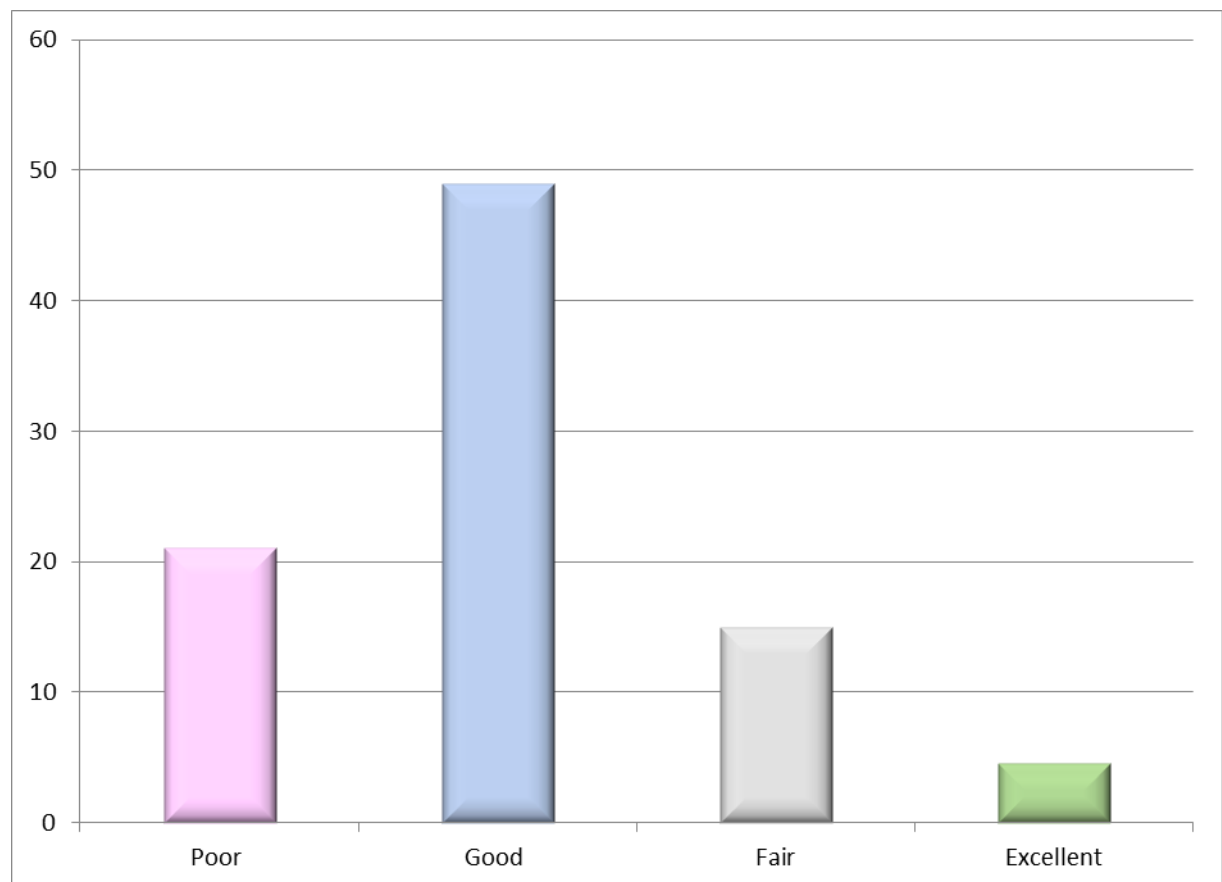
Graph 15: Students ‘perceptions towards vocabulary importance in English learning

This question was asked to figure out how much vocabulary is important for students in their English language learning process. According to the results, vocabulary is considered as a very significant part in English language, which means that vocabulary is the core aspect and without it learning English would be difficult.

Question08: How would you rate your vocabulary knowledge?

Level	N°	%
Poor	10	21%
Good	23	49%
Fair	7	15%
Excellent	7	15%
Total	47	100%

Table 19



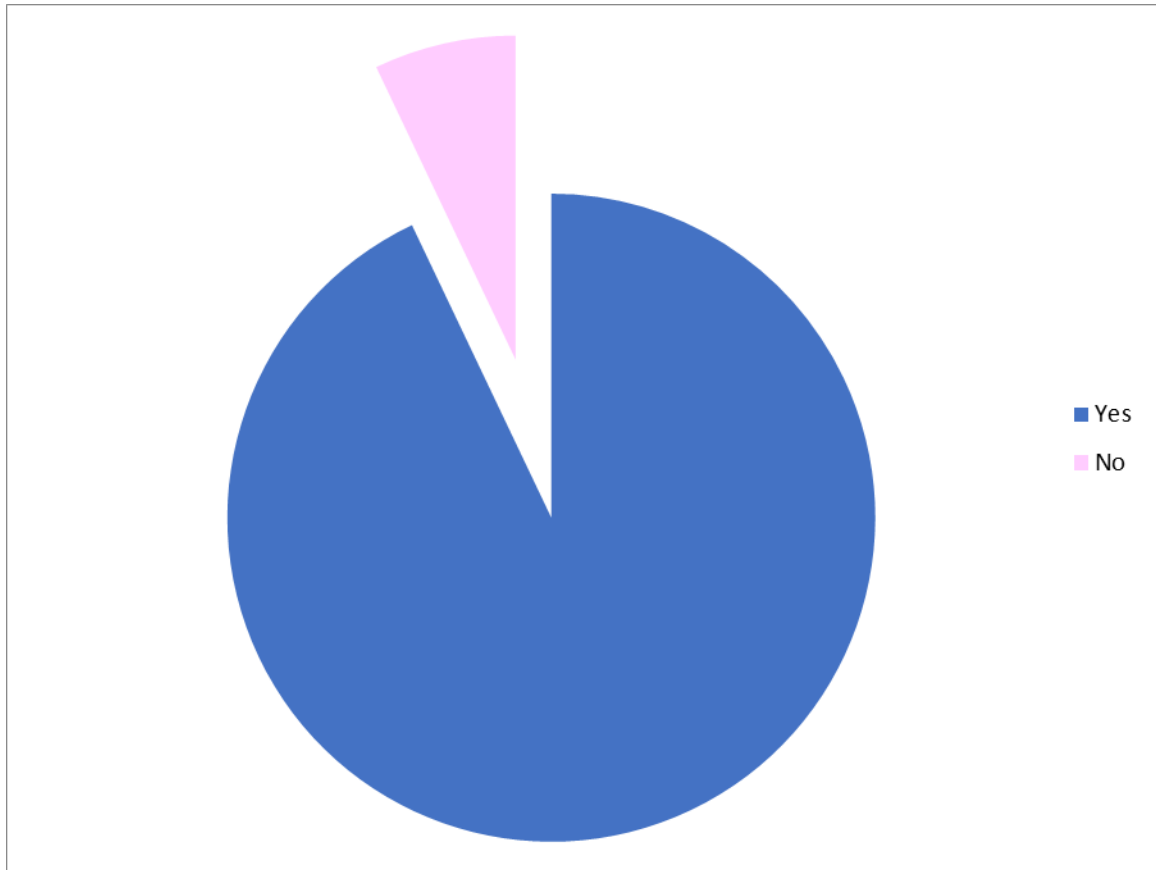
Graph16: Students' level in vocabulary knowledge

By this question, students were asked to evaluate their vocabulary knowledge level. Unexpectedly, the majority of students with 49% believe that they are good. 15% of them answered with fair. 15% of students claimed that they are excellent, followed with 21% of them believe to have poor level. The results show that students are aware of vocabulary significance to their language performance; as a result they tend to employ different vocabulary learning strategies that may help them acquire strong storage of vocabulary.

Question 09: Do you use abbreviation when taking notes?

Options	N°	%
Yes	42	89%
No	5	11%
Total	47	100%

Table20: The use of abbreviation



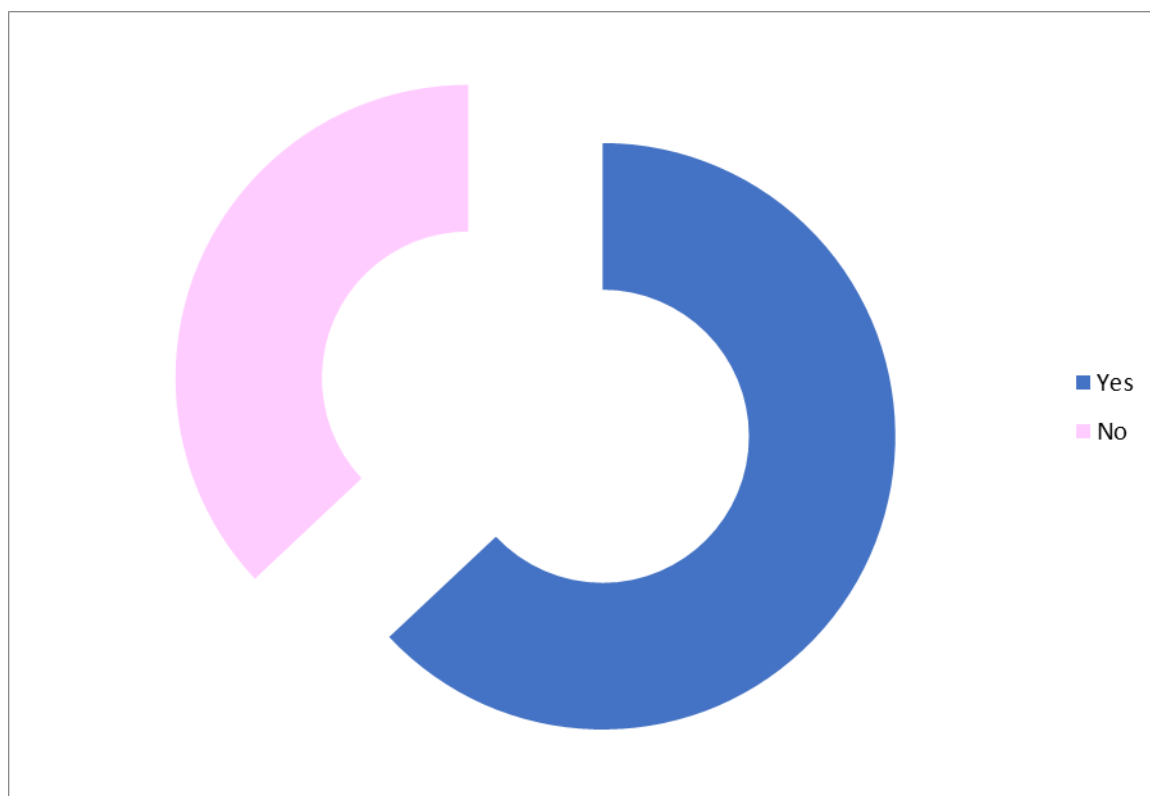
Graph 16: The use of abbreviation

As noticed above, the majority of the participants (42) making up (89%) affirm that they use the abbreviation when taking notes. While (11%) write the teachers' words as they are.

Question10: do you find enough opportunities to practice your new words ?

Option	N°	%
Yes	30	63%
No	17	37%
Total	47	100%

Table 21



Graph16: the amount of available opportunities to practice new words.

Just 30 students find opportunities to practice the new vocabulary that encountered by them, yet the rest still don't find the chance yet to practice and recall their new vocabulary.

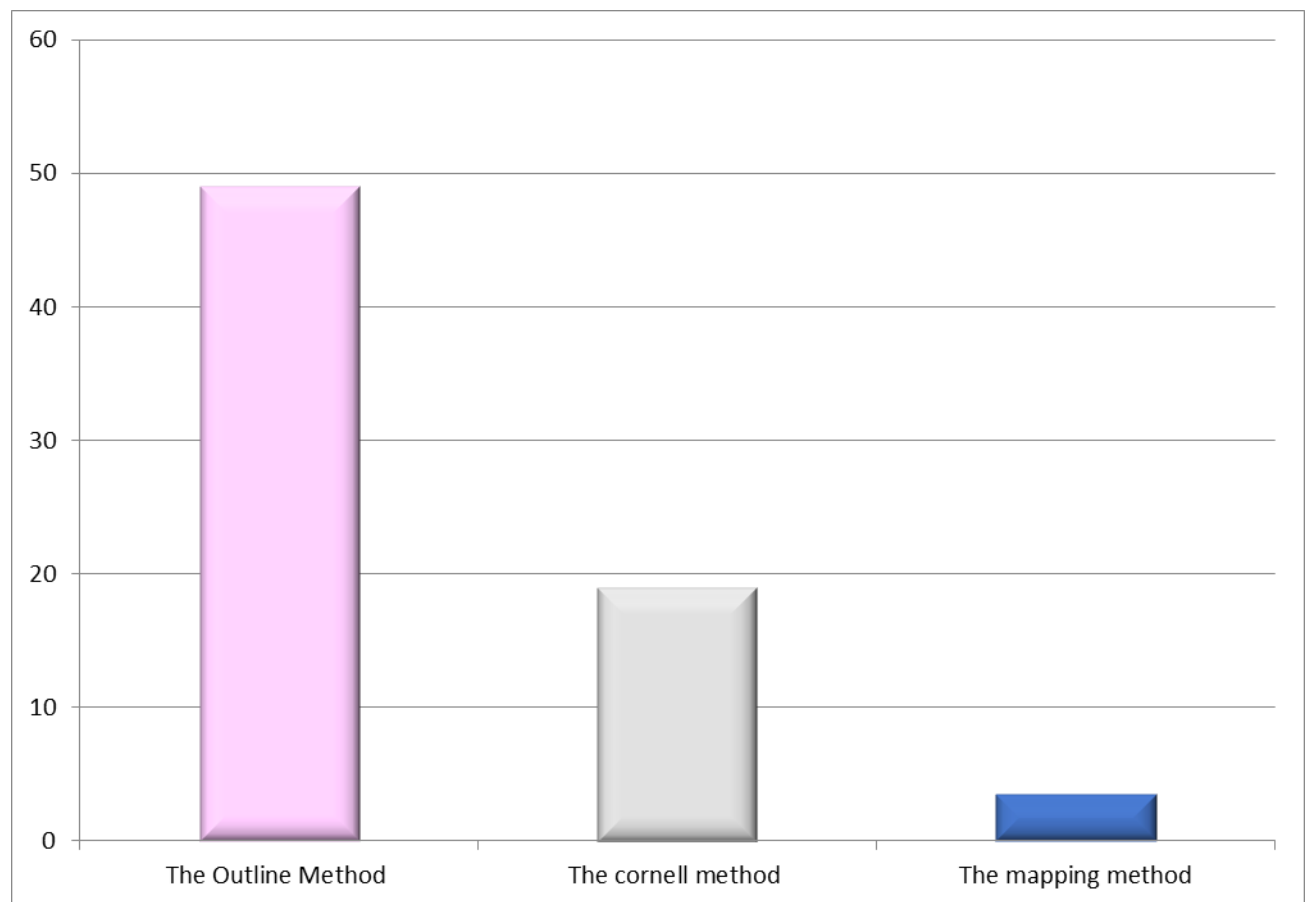
In what module?

The aim of this question is to see if students get enough opportunities to practice their new learned words and in what modules. According to the results displayed on the figure 37% of students believe that they do not have enough opportunities to practice their vocabulary knowledge, while 63% of them think that the study modules provide them with sufficient practice opportunities. In addition, an overwhelming majority of students stated that "Oral expression" and "Written expression" modules are the only

modules where they can use and practice their vocabulary. This reflects the fact that, teachers are the only chance creators and chance takers as well.

Question 11: what strategy you use when taking notes?

The strategy	N°	%
The Outline Method	23	49%
The Cornell method	9	19%
The Mapping Method	15	32
Total	47	100%



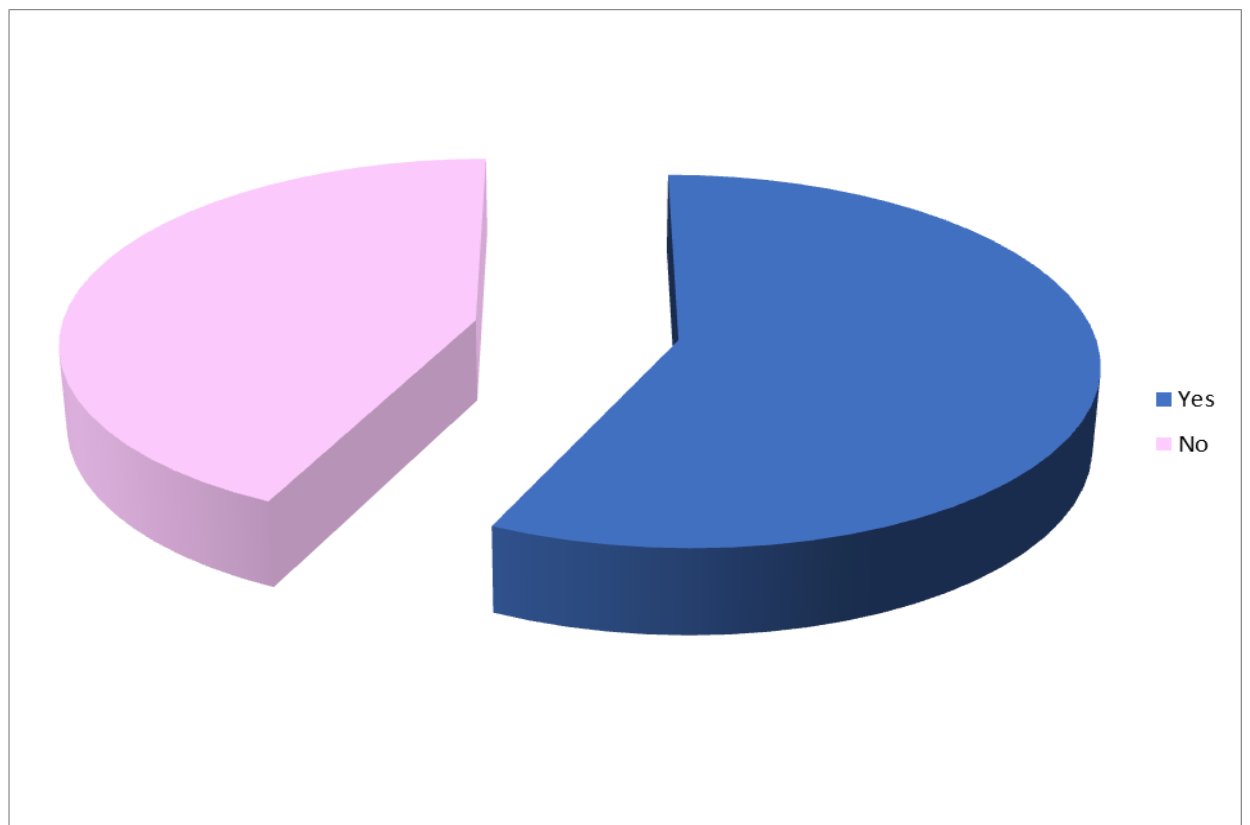
Graph 16: the strategies used by students to take notes

From the table and the graph we can conclude that most students (49%) chose that they use outline method when taking notes . This question aims to know which method is used the most by students and which method help them to take notes.

Question11 : Do you think that vocabulary teaching is given attention by teachers?

Option	N°	%
Yes	27	57%
No	20	43%
Total	47	100%

Table 22



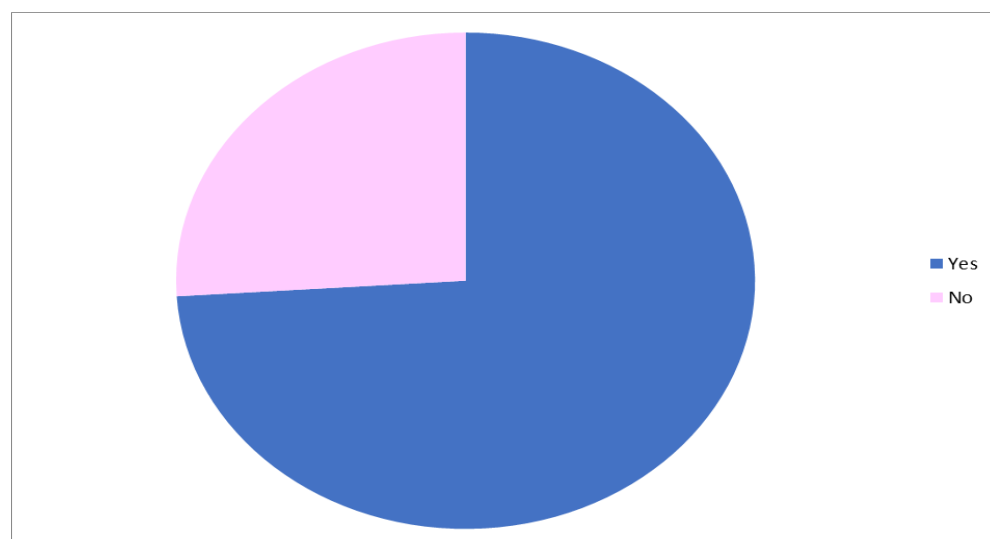
Graph 17 : Students' opinions about their teachers' intention given to Vocabulary

From the shown results, it is noticeable that 57% of students believe that vocabulary teaching is a part from their teachers' interests and concerns, while the rest percentage (43%) of them think the opposite, that vocabulary is ignored by their teachers and that vocabulary instructions are always absent. This indicates that, students are interested in learning vocabulary, and may the ignorance of this fact by their teachers cause them a lack of vocabulary knowledge.

Question12: when you revise or rewrite your notes at home , do you find difficulties in understanding the new words?

Option	N°	%
Yes	35	74%
No	12	26%
Total	47	100%

Table 23



Graph 18: Students find difficulties when they revise or rewrite their notes at home

From the results, we can assist that students find difficulties in recognizing their new words in notes.

Table 23 :

Questions / options	Yes	No	Yes %	No%
Question 1	27	20	57%	43%
Question 2	42	5	89%	11%
Question 3	38	9	80%	20%
Question 4	41	6	87%	13%

Table 24 :

Question/ option	Yes %	No %	Sometimes %
Question 1	76%	5%	19%
Question 2	34%	51%	15%
Question 3	51%	12%	36%
Question 4	42%	36%	22%
Question 5	85%	4%	11%

Part Two: Discussion of Students' and Teachers' Questionnaire Results

Discussion of Students' Questionnaire Results

The findings of the study revealed several significant outcomes. Firstly, it was observed that strategic note-taking had a positive influence on EFL learners' vocabulary acquisition. By actively engaging in the process of capturing and organizing new vocabulary, learners developed a deeper understanding of word meanings and relationships. The systematic approach to note-taking allowed them to make meaningful connections between words and reinforce their knowledge. However, they encounter problems when taking their notes; especially, when it comes to how taking those notes. Yet, the study shed light on the effectiveness of specific note-taking methods, such as the Cornell note-taking method. The use of such effective methods provided learners with practical tools for vocabulary acquisition and retention from the question one , we analyse that learners have an issue when taking notes, because they have not been exposed to the different methods of this skill before.

Based on these findings, the study has important implications for EFL teachers. It emphasizes the significance of incorporating note-taking strategies in language instruction. Teachers can raise learners' awareness of the importance of note-taking and provide explicit instruction on effective techniques. By integrating note-taking activities into classroom practices, teachers can create a more engaging and interactive learning environment, facilitating vocabulary development among EFL learners.

Discussion of Teachers' Interview Results

The interviews with teachers provided valuable insights into the role of note-taking strategies in vocabulary enhancement among EFL learners. The teachers expressed their observations and opinions based on their experiences and expertise in language instruction. During the interviews, the teachers highlighted the importance of note-taking as an active learning strategy. They emphasized that when learners actively engage in the process of capturing and organizing vocabulary items, The teachers also discussed the impact of note-taking on learners' concentration and attention in the classroom. According to their observations, learners who took notes during lectures demonstrated improved focus and attentiveness. By actively recording important vocabulary, Furthermore, the teachers acknowledged that note-taking provided learners with a personalized study resource.

Learners could revisit their notes and review the vocabulary items, allowing for self-directed learning and reinforcement of their vocabulary knowledge. The teachers also discussed the importance of providing guidance and instruction on effective note-taking strategies. They emphasized the need for explicit instruction on how to take effective notes and encouraged learners to develop their own note-taking styles based on their individual learning preferences. By guiding learners in the process of note-taking, teachers believed that learners could maximize the benefits and impact on their vocabulary acquisition.

Conclusion:

This chapter is concerned with getting real data about students' point of view, and teachers' perspectives concerning the relationship between Note taking and vocabulary, the study findings and teacher interviews have provided compelling evidence for the positive impact of note-taking strategies on improving EFL learners' vocabulary acquisition , The active engagement of learners in capturing and organizing vocabulary items through note-taking has been shown to deepen their understanding of words, enhance concentration and attention during lectures, and promote learner autonomy, there are some problems which hinder this process; such as the lack of knowledge about the note taking strategies. The suggested recommendations, if properly considered, will certainly enhance learners' vocabulary through note taking.

Recommendations

1. For Teachers:

- EFL teachers would better organize the class material into clear sections with headings, subheadings, and bullet points. This helps students follow the information and identify key vocabulary terms more easily.

- Teachers would better emphasize important vocabulary terms during the class and encourage students to write them down. Consider providing definitions, examples, or context for each word to enhance comprehension.

- Teachers should encourage students to personalize their notes by adding examples, personal experiences, or related vocabulary. This helps create meaningful connections and reinforces the vocabulary in their minds.

- EFL teachers should teach note taking strategies as a module.

2- For Students:

- EFL students should pay attention to keywords and key phrases related to vocabulary. Write them down, along with their definitions or translations, in a separate vocabulary section. This will help learners review and reinforce their understanding later.

- During EFL classes or while studying, students should actively engage in note taking. Instead of passively copying information, try to summarize and rephrase concepts in their own words. This active process enhances understanding and retention.

- Students should take into consideration the positive impact of note taking on vocabulary improvement, and accordingly on their English language.

- Students should make connections between new vocabulary and words they already know. Use mnemonic devices, such as acronyms or creating mental images, to associate new words with their meanings. This technique aids in retention and recall.

- Students should regularly review their notes and vocabulary section to reinforce their learning. Set aside dedicated study-time to revisit their notes and test their vocabulary knowledge through quizzes or flashcards.

General Conclusion

This research paper is divided into two chapters, the theoretical chapter is devoted to investigate the previous studies. it consists of two sections, the first tried to lighten on Vocabulary learning and the second is an overview about Note taking strategies. while the second chapter is practical which main goal is to confirm or refuse the research hypothesis. It consists of two parts, the first is about EFL learners with division of English at M'sila University tend to face various difficulties when they take notes during sessions due to the lack of their vocabulary knowledge, which lead this study to shed light on the positive impact of note taking on students' vocabulary improvement.

This research aimed to provide practical solutions throughout asking three(3) research questions designed to guide the research to explore valid and practical information. The first question was " Do students know how to take notes, or just they do it in a random way?". Secondly, "Do they make differences between important and unimportant information?". The third question was "Does note taking contribute to students' vocabulary search methodology and design and the second is about the findings and discussions of the result obtained. The descriptive method is adopted in which the data were collected and analysed both quantitatively and qualitatively. The research sample includes 45 EFL students of second year At M'sila University.

The results show that the majority of Second year students At Mohamed Boudiaf University of M'sila who participated in this study have a positive attitudes and perceptions towards Notes taking. In addition to that, they believe that Note Taking strategies play a crucial role in improving Vocabulary knowledge. This means that there is a link between Note taking strategies and Vocabulary knowledge. Final

has provided significant insights into the effectiveness of note-taking as a tool for vocabulary enhancement. The findings strongly support the hypothesis that strategic note-taking positively influences vocabulary development among EFL learners.

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Appendix One

STUDENT'S QUESTIONNAIRE

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the impact of the strategic note taking on vocabulary development, We would be so grateful if you could sincerely answer the following questions, so please, give a precise answer as you can, Tick (✓) your answer(s) in the corresponding box (es), and make a full statement whenever necessary, Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your collaboration.

Section One: The Student's Profile

Q1: Specify your gender.

A. Female b. Male

Q2: How long have you been studying English at University?

.....

Section two : Students' experience about taking notes

Q1: Have you encountered any problems when taking notes ?

a. Yes b. No

c. If yes , are they related to

* Time management

* Insufficient knowledge of how to take notes

* The Teacher's lecture speed

Q2 : Do you take notes while your teacher presents the lecture?

Yes No

Q3 : How Often ?

Always Very Often Sometimes

Q4 : Do your teachers ask you to take notes?

Yes No

If "yes", how often do they ask you to take notes?

Always Sometimes

Q5: Do you consider vocabulary as a significant aspect in learning ?

Yes No

Q6 : How would rate your vocabulary knowledge?

Poor Good Fair Excellent

Q7 : Do you use abbreviations When you take notes ?

Yes No

Q8 : Do you find enough opportunities to practice your new words ?

Yes No

In what module?

.....

Q9: What strategy do you use when taking notes ?

*The Outline Method writing: each idea on a separate line following the order

*The Cornell Method: it divides the page into three columns; each column contains specific items of the lecture (titles, details and cues).

*The Mapping Method: the main idea comes at the centre and the supporting ideas around it attached with arrows.

*The Paragraph Method: each idea is written at the form of a paragraph

Q10 : Do you think that vocabulary teaching is given attention by teachers?

Yes No

Q11: When you decide to revise or rewrite your notes, do you find difficulties in understanding the new words ?

Yes No

Q12: Answer the following questions

Have you been taught a note taking method?	Yes	No
Does taking notes help you to pay more attention to the lecture?	Yes	No
Do you use abbreviation/ symbols instead of writing out long frequently used words?	Yes	No
Do you think that the strategic note taking should be taught?	Yes	No

Section three: note taking and vocabulary improvement

	Yes	No	Sometimes
During lectures, do you learn new vocabulary through taking notes			
When you take notes do you find difficulties in writing the new vocabulary words correctly			
When taking notes,do you ask for help for the meaning of the new words			
When you take notes do you rewrite the new vocabulary at home			
Do you think that developing note taking skills could enhance your vocabulary			

Again, our gratitude and thanks go to you for your time and collaboration.

Appendix Two

Teachers' Questionnaire

Dear Teachers,

This questionnaire investigates the impact of note taking in while attending courses. The aim of this study is to prove whether taking notes could bring any improvement to EFL learners' vocabulary development or not. We would appreciate your assistance by completing the following questions. Please note that your responses will be anonymous and all information given will be treated confidentially for the purpose of the research. Giving the exact information is highly appreciated in order for the study to be relevant.

Thank you for your time and collaboration.

*Please, tick in the right box or make full answers whenever necessary.

Section I : Teacher's Background Information

Q1 : Sex : male Female

Q2 :How long have you been teaching at the University?

.....

Q3 : Which module are you teaching?

.....

Section II: Teacher's Attitude Towards Taking Notes During Lectures.

Q1 : How do you explain your course?

- Handouts Dictation
- Lecturing Writing on the board
- All of them

. Justify:

.....

.....

.....
Q2 : Do students take notes during your lecture?

Yes, they do. No, they don't

If they do, how often?

All the time Very often Often Sometimes
Never

Q3 : Do you think that notes are beneficial during lectures?

Yes No

If Yes, how they could be?

.....
.....
.....

Q4 : Do you think that note taking can enhance students' vocabulary?

Yes No

If Yes, how?

.....
.....
.....

Q5 :What technique do you prefer to present new words?

Visuals Synonyms and definitions Translation

Q6 : Do you think that vocabulary teaching takes part in your curriculum ?

.....
.....
.....

Q7 : Do you think that teachers should encourage learners to take notes?

.....
.....
.....

Q8 : In your opinion, should effective note taking be taught?

.....
.....
.....

Again, our gratitude and thanks go to you for your time and collaboration.

المخلص

توصلت الدراسات إلى أن استراتيجيات اتخاذ الملاحظات تعتبر أدوات فعالة لتعزيز اكتساب المفردات لدى متعلمي اللغة الإنجليزية كلغة أجنبية. حيث يتم تشجيع المتعلمين على المشاركة النشطة في عملية تسجيل الكلمات الجديدة، وتسعى الدراسة الحالية إلى وصف واستكشاف تأثير استراتيجيات اتخاذ الملاحظات الاستراتيجية على تعزيز مفردات متعلمي اللغة الإنجليزية. تم افتراض أن تحسين تقنية اتخاذ الملاحظات سيؤدي إلى تحسين مفردات المتعلمين. ولتأكيد هذا الافتراض، تم اعتماد الدراسة الوصفية كأسلوب بحثي. تهدف هذه الدراسة إلى تحقيق الأهداف الرئيسية التي تتمثل في استكشاف العلاقة بين المتغيرين وزيادة وعي المتعلمين بأهمية اتخاذ الملاحظات خلال المحاضرات، إلى جانب تزويدهم بالأساليب الفعالة مثل طريقة اتخاذ الملاحظات كورنيل. كما تهدف الدراسة أيضاً إلى توجيه المدرسين في تدريس اللغة الإنجليزية كلغة أجنبية لاستخدام هذه الاستراتيجية أثناء إلقاء المحاضرات. تم استخدام استبيان توزع على طلاب السنة الثانية في قسم اللغة الإنجليزية بجامعة مسيلة، بالإضافة إلى إجراء مقابلة مع مدرسي اللغة الإنجليزية كلغة أجنبية. تم تجميع وتحليل النتائج التي تم الحصول عليها والتي أثبتت الفرضية المطروحة، وتم تقديمها في الفصل الأخير. أظهرت النتائج أن اتخاذ الملاحظات خلال المحاضرات يعزز التركيز العميق والانتباه للمادة الدراسية، وبالتالي يسهم في تحسين مفردات المتعلمين