

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA



FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF ENGLISH

N°.....

DOMAIN: FOREIGN LANGUAGES

STREAM: ENGLISH LANGUAGE

OPTION: LINGUISTICS

**The effect of Note-taking Techniques on students'
linguistic development
Case study: first year license students at Mohamed
Boudiaf , M'sila University**

*Dissertation submitted to the department of English Language and Literature in
partial fulfillment of the Requirements for the Degree of Master*

Submitted by:

-Khalfallah Khayra Bouchra

-Bouakaz Amina

Supervised by:

Dr. Bouazid Tayeb

Board of Examiners

Mr Saber Mohamed El Djemoui	University of Msila	Chairperson
Dr. BOUAZID Tayeb	University of Msila	Supervisor
Dr. Farrah Sabah	University of Msila	Examiner

Academic year

2021/2022

Dedication

In the name of Allah, most Gracious and most Merciful

I dedicate this study to my beloved family, especially my father Ibrahim and my mother Saida for their endless and unconditional love, support, encouragement, and prayers along my study life.

To my lovely sisters Farah, and Djouri, my dearest brothers Issam, and Soufian, and my cousins Ines, and Iman.

To my best friends: Meryem, Sara, Djihad, and zineb. Thank you for everything.

Finally, yet importantly, To the one who eagerly awaited the moment of my graduation, my grandmother Khayra, may God have mercy on her. For her constant prayers and love. Thank you for everything and I love you always and forever.

Khalfallah Khayra Bouchra

Dedication

*I dedicate this humble work to my dearest parents, who have provided me with
endless love and support.*

*To my lovely husband, who I cannot express my gratitude for his tenderness and
encouragement Towards me.*

To my sweet little brother.

Bouakaz Amina

Acknowledgments

First of all, our gratitude goes to Allah, the Almighty God for enlightening our way and Granting us health, patience, and strength to finish this work.

*We would like to express our sincere thanks and appreciation to our teacher and supervisor **Dr. TAYEB BOUAZID** for his guidance, seriousness, and insightful advice throughout the completion of this work.*

Abstract

The principal aim of this research work is to investigate the influence of note-taking techniques on first-year license English language students at M'sila University. Further, it intends to examine the effect of note-taking on linguistic development. To accomplish the purposes of the study a questionnaire was conducted on 68 first-year English students at Msila University. A descriptive statistical analysis was used to analyse the collected data. The results demonstrate that students are aware of the significance of note-taking and its positive effect on improving students writing skills and listening comprehension. In addition, the findings reveal that there are various note-taking difficulties that students encounter during lectures. The study urges teachers to introduce and teach different note-taking techniques according to the learners' preferential style of learning. Also, it recommends students ameliorate their listening and writing skills in order to take effective notes.

Key words: note-taking techniques, linguistic development, writing, listening.

List of Abbreviations and Symbols

EFL: English as a Foreign Language

LMD: License Master Doctorate

P: Page

%: Percentage

N: Number

Q: Question

List of Figures:

Figure.1 The outlining technique	08
Figure.2 Mind mapping technique.....	09
Figure.3 Charting technique.....	09
Figure.4 The sentence structure technique.....	10
Figure.5 The Cornell method	12

List of Tables

Table 1: the importance of note-taking during lectures	29
Table 2: Students' Frequency of Note-Taking during Lectures.....	30
Table 3: the usefulness of note-taking in the learning process.....	30
Table 4: The Organization of Notes after Lectures	31
Table 5: students' attachment to note-taking techniques	31
Table 6: Students' Use of Note-Taking techniques	32
Table 7: students' perspective towards the benefit of note-taking on listening skill	32
Table 8: the usefulness of colours in note-taking.....	33
Table 9: Students' Techniques of Note-Taking	33
Table 10: Students' awareness about Note-Taking.....	34
Table 11: The importance of Note-Taking in writing skill	34
Table 12: The Rate of Having Difficulties when Taking Notes	35
Table 13: The Rate of Students' Listening Difficulties when Taking Notes	35
Table 14: Students' Problems Related to Listening.....	36
Table 15: Students' Level in Writing	36
Table 16: The Rate of Students' Writing Difficulties when Taking Notes.....	37
Table 17: Students' Problems Related to Writing.....	37

List of Contents

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations and Symbols.....	IV
List of Figures.....	V
List of Tables.....	VI
Table of Contents.....	VII

General Introduction

1. Background study:.....	1
2. Statement of the problem:	2
3. Research questions:	2
4. Research assumptions:	2
5. Aim of the study:.....	3
6. Structure of the study:	3

CHAPTER ONE: Note-Taking Techniques and the Difficulties encountered

Introduction:	5
1. Note taking:.....	5
1.1. Definition:	5
1.2. The aim of Note-Taking:.....	6
2. Note-taking techniques:.....	7
2.1 Outlining:	7
2.2 Mind mapping:	8
2.3. Charting:.....	9

2.4 The sentence method:.....	10
2.5 The Cornell method:.....	11
2.6. Recording:	12
3. Note Taking Skills:.....	13
3.1. Listening:.....	14
3.2. Cognitive processing:.....	14
3.3. Note-taking:.....	14
3.4. Reviewing:	15
4. Note taking Stages:.....	15
4.1. Pre-lecturing:	15
4.2. During –lecturing:	15
4.3. After the lecture:.....	16
5. The impact of note-taking on students’ listening comprehension:	16
6. The impact of note taking on students writing skills:	17
7. Learners Difficulties related to listening:.....	18
7.1. The Lack of Concentration:.....	18
7.2. Unclear accents:	19
7.3. Speech Speeding Rate:	19
8. Learners Difficulties related to Writing:	20
8.1. Problems with Sentence Structures:.....	20
8.2. Lack of Mastery of Vocabulary and Grammar:	21
8.3. spelling Mistakes:.....	22
8.4. Organization of Notes:	23
Conclusion:.....	24

Chapter two: Field Work

Introduction:	26
1. Section One: Research Methodology	26
1.1. Research Paradigm	26
1.2. Conceptual Design	27
1.3. The Population	27
1.4. The Questionnaire	27
1.5. Description of the Questionnaire:	28
1.6. Administration of the Questionnaire	28
1.7. Limitation of the Study	29
2. Section Two: Data Analysis and Discussion.....	29
2.1. Analysis of the Results from the Questionnaire.....	29
3. Discussions of the findings of the Questionnaire:.....	38
General Conclusion	
References	
Appendix	
Résumé الملخص	

General Introduction

1. Background study

Many recent studies have focused on note-taking as an essential skill for effective learning, at the university level. The recognition of the most important aspect of a lecture, main ideas, and keywords then writing down this information benefits students to remember and perceive the content for later usage. According to Piolet, Olive, and Kellogg (2005), “note-taking is a complex activity that requires comprehension and selection of information and written production processes” they emphasized note-taking as a complex human behaviour that involves a range of underlying mental processes and their interactions with other cognitive functions.

Similarly, Kiewra and Benton (1988) concluded that “the effective note taker uses working memory capacity to attend, store, and manipulate information selected from the lecture simultaneously, while also transcribing ideas just previously presented and processed”(p.35). This means that note-taking is a cognitive process that requires the engagement of the working memory at different levels such as: summary extraction, transcription, and simultaneous examination of incoming information.

Several studies have been conducted to demonstrate note-taking, its techniques, and its influence on improving the linguistic development or academic achievement of learners. . One of the earliest studies was conducted by Crawford in the 1920s, his study was based on whether note-taking produced in improving student’s performance on tests, researchers have attempted to certify that note-taking aids students to encode the information involved in lectures and that notes are beneficial for later revision . Kiewra (1989) considered that note-taking is a useful and fundamental skill to succeed in higher education, because it helps students in lecture learning through activating certain cognitive instruments: coding, integrating, synthesizing, and transforming the aural lessons into a personal relevant structure. Moreover, note taking is

regarded as a supply of information that facilitates learning process by stimulating the memory and recalling information.

Quintus, et al (2012) stated that “while taking notes ,students use three senses to process the material :sight, sound, and touch. notes also give students study materials for assessment preparation at a later time” (p.27). Hence it is an important skill that should be explicitly taught in schools and teachers need to train their students on note taking techniques. Van Meter, Yokoi and Pressley (1994) indicated that most students took notes when listening to the lectures in universities and colleges. Their study was focused on the reasons for taking note and the techniques that students used while taking note, in addition Benson (1989) explained the process that an Arabic speaking student experienced while listening to academic lecture at a U.S university, listening comprehension is seen as a significant element in achieving successful note taking techniques.

2. Statement of the problem:

Note-taking plays a fundamental role in the process of learning a foreign language. It is a strategy that all students need to master since it is considered an essential tool, especially at the university level. most of the first-year English language students are not aware of the importance of note-taking techniques, and how it might effect linguistic development, specifically in writing and listening.

3. Research questions:

1. Are first year license students aware about the importance of note-taking techniques?
2. Are there any significant differences in the effect of note-taking techniques on improving students writing and listening?
3. What are the reasons of students’ note-taking difficulties?

4. Research assumptions:

-First year license students may be aware of the importance of note-taking.

-Note-taking techniques may enhance first-year license students' linguistic development.

-First-year license students might confront some difficulties in the utilization of note-taking techniques.

5. Aim of the study:

The present study aims to investigate the effect of note-taking techniques on students' linguistic development. In addition to the reasons, that prevents students' from employing note-taking techniques skilfully.

Research tools:

The present research is a descriptive study. To obtain the aim stated previously, data is collected via an online questionnaire submitted to 68 students in order to investigate the effect of note-taking on students writing and listening and the difficulties that may face when taking notes. The participants in this research are sixty-eight students of first year at the department of English at the University of Mohammed Boudiaf.

6. Structure of the study:

The present work is composed of two chapters. The first chapter is theoretical and is concerned with note-taking techniques and their effect on students writing and listening, in contrast, the second is practical and is divided into two sections. The first one provides a description of the research methodology. The second part seeks to analyse and discuss the data gathered and the results obtained from the questionnaire conducted to first-year students.

CHAPTER ONE

Note-Taking Techniques and the Difficulties encountered

Introduction:

The present chapter tackles note-taking skills and phases. Additionally, it highlights the most common techniques to be adopted in order to take effective notes. It has also to do with the skills, stages, and the impact of note-taking on students' listening comprehension and writing skills. Finally, it considers the main listening and writing difficulties students may encounter when recording notes.

1. Note-taking:

1.1. Definition:

Taking notes is one of the most frequent activities that students use. It is a very important skill that every student should learn, master, and use carefully to get enough information.

According to the Oxford dictionary, note-taking is “noting something down “to be remembered later.

Many scholars defined note-taking in different ways. Richard Nordquist (2019) defined Note-taking as “the practice of writing down or otherwise recording key points of information”. It means writing down the main words needed to remember. In addition, O’ Malley and Chamot (1995) defined note-taking as “writing down the keywords and concepts in abbreviated verbal, graphic, or numerical form to assist the performance of a language task.” (p.138). In other words, taking notes is a recording of the important ideas presented in the lecture that may help students in their study.

Moreover, Dewitt (2007) explained that note-taking is “an external memory aid that refers to writing a brief record of information to be remembered” (p.64). It is believed that note-taking is not only taking down information but an effective way to remember the written ideas and paraphrase them later.

According to Walter Pauk and Ross J.Q.Owens (2013) “ Taking notes doesn’t simply mean scribbling down or marking up the things that strike your fancy “ (p.235). In other words,

noting down the important ideas mentioned by the lecturer using a proven system to record them and use them later.

But, It is clear that taking notes is not an easy task to do. This was totally agreed upon Dudley-Evans and St John (1997) who stated that “the taking of notes requires a student to be assessing whether or not a point made by the lecturer needs to be noted down and how it can be taken down in such a way as to be understandable when the notes are consulted at a later stage” (p. 104). Students need to record the main ideas that summarize the whole information that will help them later in their review.

Taking notes is a process that activates the students’ minds, helps to understand better, and remember the information easily. This method motivates students to focus, listen well, and formulate written ideas and concepts in their own way.

1.2. The aim of Note-Taking:

Students in their lectures receive plenty of information at once that can be complicated for them. So, note-taking can be one of the most effective techniques that encourage active learning, and organize information into an understandable format that will assist in their studying process.

According to Nick Blackbourn (2018), the act of note-taking helps students to remember information and aids their understanding of that information. When taking notes, students are sorting, selecting, and combining new information with their existing knowledge. Moreover, he explained that by taking notes, students force themselves to construct a conceptual mental representation of the ideas they are grappling with. Hence, note-taking is a process of recording the main ideas that are used for future revision purposes.

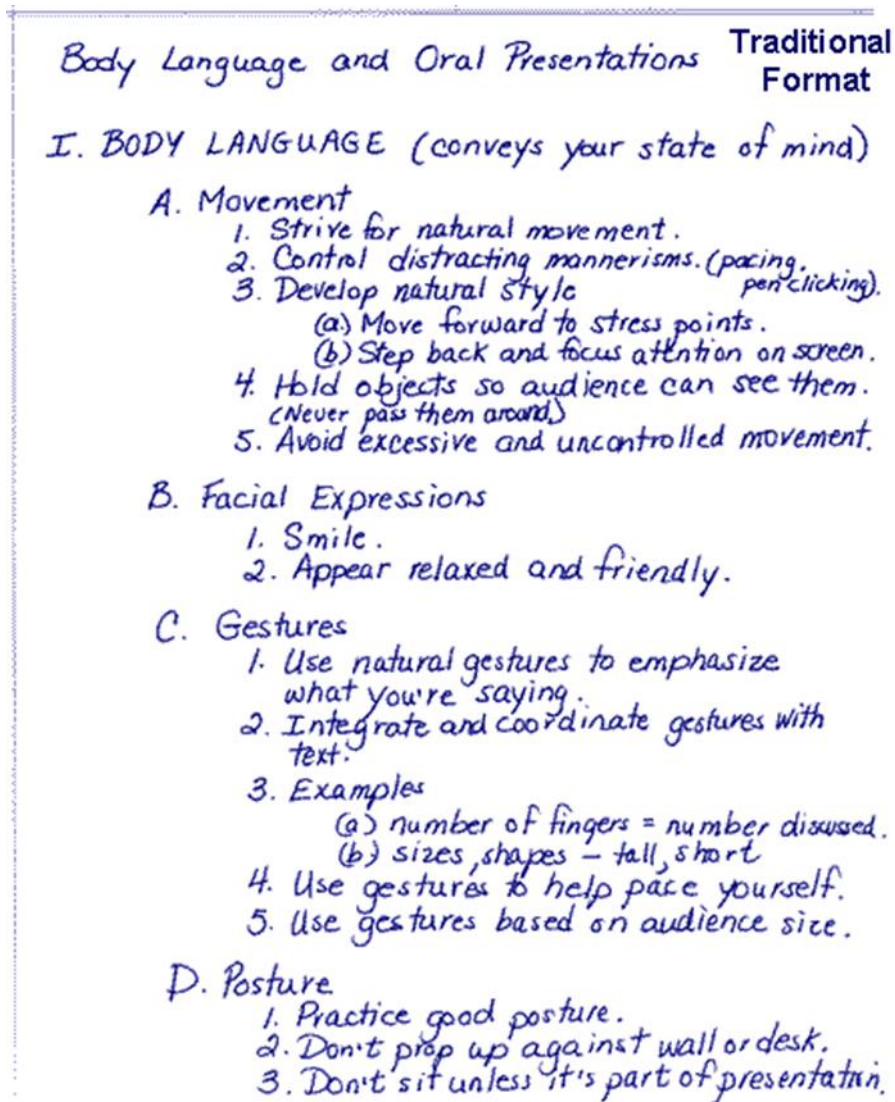
2. Note-taking techniques:

Researchers have proposed different types of note-taking techniques to help students regulate their note in a convenient way for later usage. Nonetheless notes can be categorized into two styles: linear and nonlinear styles. As reported by Piolat (2001), linear styles resemble the conventional written texts and are one of the most common styles used by students. On the contrary, non-linear styles depend on graphical representations, and notes are structured in a systematic and unconventional format. there are numerous note-taking techniques including: outlining, mind mapping, and charting.

2.1 Outlining:

The outlining technique presents the information in a structured way and organizes ideas according to significance and priority. Note are classified from the most important note to the least important ones and unnecessary details can be omitted. Figure 01is an example of outlining.

Figure 01: a sample of outlining (Adapted from university of Tennessee at Chattanooga).



2.2 Mind mapping:

Mind mapping or the mapping method is the representation of note in a graphical manner, it expedites comprehending memorizing and summarizing an extensive amount of information; however, it is more beneficial for visual learners who learn and remember better by seeing mental images, especially in stimulating the critical thinking.

Mind maps involve writing the main concept or keywords in the center of a page and divides it into sub-point on the left and the right by using arrows to link them in a way that exhibit the relationship between the parts and how they are related to the whole. Figure 02 is an example of mind maps.

Figure 02: a sample of mind maps Adapted from Wikipedia (in University of Bradford, 2006).



2.3. Charting:

This technique is usually used when the lecture incorporates statistics or historical events. It has many advantages. For instance, it minimizes the amount of unnecessary writing and adds an overview of lectures. The charting style is simply creating a table with separate columns and filling them with the appropriate information. Figure 03 is an example of charting.

Figure 03: A sample of charting (adapted from Academic Success & Disability Services, 2015).

How?	Advantages:	Disadvantages:	When to use it?
Set up your paper in columns and label appropriate headings.	Helps pull out most relevant information.	Can be hard system to use during a lecture.	If you'll be tested on facts and relationships.
Headings could categories covered in the lecture.	Reduces amount of writing.	Not a lot of room to write.	If content is heavy and presented quickly.
Insert information (words, phrases, main ideas, etc.) into appropriate category.	Provides easy review for memorising facts and studying comparisons and relationships.	Need to know the content that will be covered beforehand.	If you want to get an overview of the whole lecture on one sheet of paper.

2.4 The sentence method:

This method or style is recognized to be the easiest method, learners write down concepts, facts or any type of information in the form of sentences. Each idea is recorded in one sentence and separate line, with the use of enumeration. It is particularly adopted in lectures when there is a substantial amount of information and a short time to deliver. Rauschhaupt (2010) pointed out that, this method is distinct from the others in that instead of writing full sentences, students write only short terms or phrases. Figure 04 is an example of the sentence method.

Figure04: a sample of the sentence method (adapted from Academic Success & Disability Services, 2015).

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

2.5 The Cornell method:

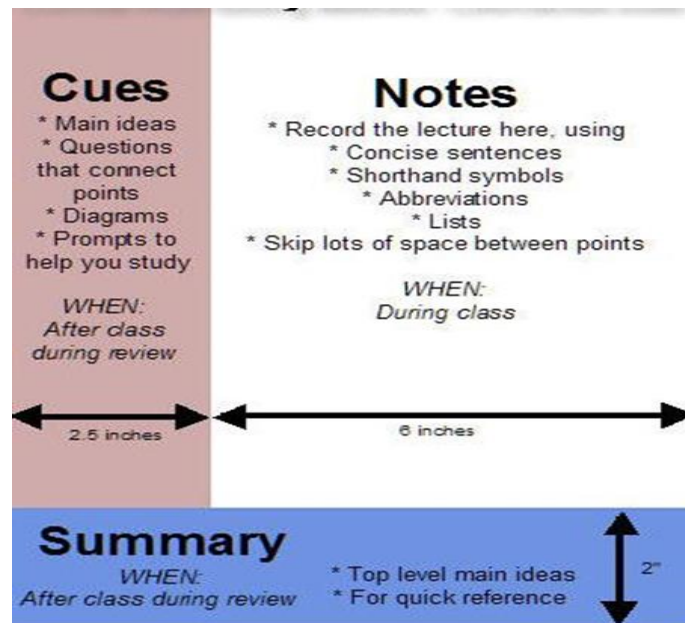
The Cornell method was established by Walter Pauk at Cornell university forty years ago, it is a structured system for organizing and reviewing notes, further it is highly efficient as it promotes active learning and critical thinking among students.

The Cornell Method is divided into three sections. The right section includes the date, the title of the lecture, supporting ideas and, details. It is extra practical for students to leave space for more clarification or for missing words. The left section or the cue section is restricted to

record the keywords, main ideas, or questions. The last space is left for the summary of the notes.

Figure 05 is an example of the Cornell method, blank sample follow: Sever, 2013)

(Dees, 2010)



2.6. Recording:

Some students avoid taking notes in class; they use a digital recorder such as mp3, mobile phone or laptop to record a lecture, though it is obligatory to obtain the lecturer's approval. This technique provides time to take down notes later while listening to the recording. Moreover it helps much better in memorizing information, particularly if the notes are a result of summarizing what has been heard in own words. In addition, the ability to replay the recording as many times as the learner need or wishes is the main characteristic of the recording technique.

Note-Taking Symbols and Abbreviations:

Notes must be concise. The general principle is to diminish the amount of language by shortening sentences and words. Students do not have to write everything down word for word. The use of symbols and abbreviations can allow students to take notes more quickly, accurately.

And save time According to Wallace (2004, p. 39), there are three types of symbols and abbr1)

a) Subject-specific symbols and abbreviations:

Students who specialize in a particular field learn certain symbols and abbreviations as part of studying that field. For example, a chemistry student will know that C stands for carbon and Ca stands for calcium.

b) Commonly used symbols and abbreviations: These symbols and abbreviations that are commonly used or widely known. For example:

= means equals or is the same as

I. e means that is

≥ Means more than

≤ Means less than

c) Personal Symbols and Abbreviations used by individual students:

When learners frequently note down a certain word or phrase it is sensible to find a quick way to represent it. students of English literature listening to a lecture on the poet Wordsworth, for instance, might well use the initial W instead of writing out the poet's name in full each time they have to mention him.

3. Note Taking Skills:

Williams and Eggert (2002) study found the following:

Suritsky and Hughes (1991) proposed that note-taking requires four extensive skills: listening, cognitive processing, writing down lecture content, and reviewing noted information. The first three skills usually occur contiguously. Listening and processing may arise virtually together, with notetaking generally following in a matter of seconds. Although reviewing one's notes ideally should begin soon after the conclusion of each class session, it is frequently delayed until an examination is imminent. (p.174). They announced that both listening and

cognitive processing occur together and are followed by the third skill which is recording. However, the fourth skill (i.e., reviewing notes) can take a place by the end of the lecture or postponed prior to exams.

3.1. Listening:

Williams and Eggert (2002) reported that although it is difficult to differentiate between listening and cognitive processing, there is a slight difference between them. They determined listening by linking it with paying attention. Hence, they emphasized that in case students' attention is not focused on what the instructor is saying, there is little chance that meaningful processing and information encoding would follow. However, little consideration has been given to moment-to-moment student awareness in the college classroom.

3.2. Cognitive processing:

Suritsky and Hughes (1991) reported that cognitive processing contains at least two stages: (1) understanding each lecture idea and (2) connecting that understanding with Previous knowledge. According to Williams and Eggert (2002), the first stage is based on the comprehension of the students, by understanding the ideas mentioned in the lecture, and re-writing them using their own words, then connecting them with the previous knowledge by using examples like: "that's an example of",", "that's related to"," so that new knowledge becomes uncomplicated to later use.

Armbruster (2000) subdivided the second stage into two processes: (a) connecting new ideas with previous ideas in the lecture; (b) connecting new ideas with one's prior knowledge of the topic. In other words, making an internal and external connection.

3.3.Note-taking:

Williams and Eggert (2002) found that "the first challenge in note-taking is to achieve a balance between listening, processing, and note-taking. Efficiency in note-taking would seem fundamental to achieve this balance "(p.175). They expressed that the effectiveness of making

a balance between listening, processing, and recording will help to achieve this balance. They described efficiency as “the ratio between the number of conceptual points recorded and the number of words in the notes “ (p.175). Moreover, they stressed that students should be able to differentiate between critical ideas and superfluous information.

3.4. Reviewing:

Armbruster (2000) found that most of the research on reviewing highlighted the nature of the notes discussed rather than the timing and logistics of the discussed process. DiVesta and Gray (1972) explained that students who do not assess their notes get lower points than students who assess their notes before exams. (as cited in Williams & Eggert, 2002, p.178).

4. Note taking Stages:

Good note-taking is very important in lectures, which helps in quick understanding and achieving the best results. Note-taking begins before the lecture and ends after students review their notes.

4.1. Pre-lecturing:

To take notes effectively, students need to search and read about specific subject before attending the class. This activity may help them to get a general overview of the main concepts or to have background knowledge. Moreover, students should sit as near to the front of the classroom as possible to eradicate distractions. learners can review previous information to activate prior knowledge (Boyle, 2007) .

4.2. During –lecturing:

Boyle and Weishaar (2001) study found that taking notes during lectures serves two basic purposes: It helps students understanding of lecture points, and it provides to preserve lecture information. Researchers (Aiken, Thomas, & Shennum, 1975; Bretzing & Kulhavy, 1979; DiVesta & Gray, 1972; Kiewra,1984) have proven that taking notes during lectures for students is very effective for increasing understanding and improving remembering information later.

For example: learners who took notes improved their attention to lecture material (Kiewra, 1987), were constructively engaged in lectures (DiVesta & Gray, 1972), reworded and detailed on lecture information (Suritsky & Hughes, 1996), sought to illuminate their understanding of confusing ideas (Ruhl & Suritsky, 1995), and raised their test performance of lecture material (Peper & Mayer, 1986). (as cited in Boyle & Weishaar, 2001, p.133).

4.3. After the lecture:

The final step in note-taking is reviewing lectures. Suritsky and Hughes (1996) indicated that, reviewing is analysing the recorded notes to fill in the gaps, simplify complex concepts and correct spelling mistakes. Reviewing notes immediately and regularly after lectures promotes learning outcomes. Further, it transmits new knowledge and skills from short-term to long term memory.

5. The impact of note-taking on students' listening comprehension:

Most lectures are delivered orally in higher education. Students need to develop their listening skills in order to take effective notes. In fact, taking notes while listening is associated with a number of cognitive activities including: evaluating, interpreting, decision making, and summarizing.

Van Meter (1994) stated that taking notes while listening to lectures help to increase the students' attention to the lecture, understanding of the lecture content and ability to see connections between ideas.

Borish (2004) recognized that students are more receptive to what they hear or see when they take notes. He added that the amount of note-taking is roughly equivalent to the amount of attention students pay in lectures.

William and Eggert (2002) confirmed that taking notes while listening to a lecture aids the encoding or retention of information in memory because students engage in some memorization while taking notes.

Peeverly et al. (2007) found that EFL students have a shorter short-term memory in English and have more difficulty comprehending what they hear. Thus, the greatest advantage of taking notes for EFL students is the ability to grasp unfamiliar names, terms, and ideas in a text to memorize and comprehend.

6. The impact of note taking on students writing skills:

Studies show that the techniques used in note-taking involve three levels of language: First, abbreviation procedures that can be applied to lexical units, such as spelling and truncation, writing down "poss." for "possibility," consonant frame preservation, and suffix contraction (writing down "recoged" for "recognized") are common note-taking techniques. Second syntax can be transformed by shortening statements. For this reason, notes can be recorded in a telegraphic style. You can also use substitution techniques with mathematic iconic Greek letter symbols. The use of symbols such as (hyphen, arrow, or star) is one way to increase the speed of note taking.

According to Piolat and Boch (2004), note-taking strategies use the physical space of the page to arrange organisational cues to the information being recorded. Most students take notes in lectures and focus on the teacher's discourse that they have to reproduce in the exam. Therefore, they often resort to a linear method of note taking and give their notes a traditional textual appearance.

Piolat (2001) mentioned that note should be recorded in manners which vary from the source material through the application of abbreviation, syntactical short-cut, along with paraphrasing.

The student needs to distinguish between main, subordinate ideas and decide what is significant in the content of a lecture; however, students sometimes find obstacles in recording primary ideas or judging the importance of lecture content. Boch and piolat (2005) pointed out that the average writing speed of a student is about 0.3 to 0.4 words/second while a lecturer

speaks a rate of around 3 words/second. Note-taking is often carried out in a limited time; consequently, it is essential to shorten and diminish information. Also, developing processes and methods which permit students to record lessons increase their writing speed.

7. Learners' Difficulties related to listening:

Kiewra (2002) in his study identified that learners spent about 80% of the class time listening to lectures. Hence, to get a good note-taking concept, it requires effective listening which assumes encoding information, selecting, summarizing, and evaluating what is being said by the lecturer.

O'Malley and Chamot (1990) expressed listening comprehension as the essential activity in which the listener shapes meaning by using indications from previous information and existing knowledge. Listening comprehension is the recipient of transferred images, feelings, and perceptions from the speaker.

McIvor (2006) explained that "listening to academic lectures can be challenging for many students and they often fail to understand the main points of the lectures" (p.38). He described that learners encounter several difficulties in listening during taking notes in lectures that reduce their quality of notes and make them passive notetakers. The origin of these difficulties can be outlined in the following causes:

7.1. The Lack of Concentration:

It is difficult for learners to preserve concentration in a foreign language classroom.

When learners lose concentration during listening to lectures, they will fail to realize even the easiest topics. Therefore, it can be a consequence of several psychological circumstances such as stress, fatigue, anxiety, or because of the lack of attentiveness in the subject material, which can be reviewed as the principal reason for losing concentration when listening. Hence, when learners perceive the topics as interesting, this will aid them to focus and concentrate and the comprehension will be easier.

7.2. Unclear accents:

Students who are not confident with the different kinds of accents may face a significant reduction in listening. Buck (2001) described that when students hear unfamiliar accent such as Indian English following studying only the American one, they will encounter serious issues in listening. This will definitely hinder and interrupt the proper understanding of the listening content. Goh (2000), in her study, ascertained that 66% of students showed that the speaker's accent is the most notable factor that affects poorly on their listening. The differences in stress, pronunciation, and articulation in general, which exist uniting the different accents of the English language, may inhibit the learners' listening abilities. If the students are not confident with accents, they will not be able to understand easily the content of the listening tasks.

7.3. Speech Speeding Rate:

The speech rate of speech plays an important role in the learners' listening. The absence of possibility to manage the speed of speakers' speech may produce gaps in their comprehension. Underwood (1989) declared that speed can make listening progress difficult.

If the lecturers speak too rapidly, students may have problems understanding the words and fail to grasp the main information, and keep it in mind. This can be established by Buck (2001), who introduced that faster the speech is, the more laborious is to comprehend.

Underwood (1989) concluded the crucial causes that make the speed of speech a fence to effective listening. First, students cannot manage the speed rate and take control of how rapidly the lecturers talk. Second, they cannot have words frequented whatever they want. Third, listeners cannot repeat a recording section. Teachers determine what and when to replay the listening text and it is difficult for them to realize whether or not their students understood what they have heard. Fourth, learners may not have high vocabulary understanding. Lecturers may apply words that students do not know. Learners may face unknown word which can stop them

and think about the meaning of the word. Then, they will misunderstand the next part of speech. Furthermore, Graham (2006) mentioned that there are some other elements that may expand students' listening difficulties such as bad grammar and vocabulary and misinterpretation about listening tasks. To summarize, all what has been said about listening issues can be regarded as the source of students note-taking difficulties.

8. Learners Difficulties related to Writing:

Harmer (2001) announced that writing is an indirect communicative skill that authorizes one to convey ideas, experiences or exhibit feelings through written form. In the learning activity, it plays a major role and students need to increase their levels in order to have a great base of vocabulary and grammar. Starkey (2004) found that an effective section of writing is the one that is arranged, clear, coherent, with correct language and productive word choice. However, it is a difficult one to be learnt or even taught since it is not a simple coherent activity; rather it is a composite mental manufacture that needs thinking and concentration (Grami, 2010, p. 9).

Writing is examined as one of the major language skills that must be taken into reflection during note-taking. However, issues of sentence structure, lack of mastery of vocabulary and grammar, and spelling errors are some of the difficulties that may make learners dislike recording ideas during lectures.

8.1. Problems with Sentence Structures:

Throughout the writing process, learners may face problems with sentence structure that avert them from writing complete grammatically correct and may block their understanding when coming to reviewing. These issues involve: (a) the sentence fragment; (b) the run-on sentence; (c) lack of subject-verb agreement; and (d) lack of parallel structure.

A fragment is a sentence which is deficient, and there are three principal causes of fragment: (a) a missing subject; (b) a missing verb; (c) or contains only a dependent clause.

Run-on is a sentence which carries two or more complete sentences with no correct punctuation to separate sentences. There are two frequent forms of the run-on: (1) the “comma splice” in which a comma is positioned between two complete sentences where a time should literally be inserted; (2) absence of punctuation where a semi-colon or time is required.

Subject-Verb Agreement expresses that the subject and verb must both singular or plural. It means, there must be an agreement between the subject and the verb in their tense. If the subject is in singular form, the verb should be as well in singular form (and vice versa).

Non-Parallel Structure of a sentence deals with parts of a sentence recorded as a sequence, but do not complement each other in form. When more than one expression or description is used in a sentence, they should be agreeing with one another in the same grammatical pattern.

8.2. Lack of Mastery of Vocabulary and Grammar:

Vocabulary is regarded as an essential part of language teaching and learning, mainly in learning a foreign language. Appropriately, we think that vocabulary comprehension plays a significant role in writing.

The best way for the student to correctly convey his\her ideas in taking notes is to select the right words. Doing so confirms that the learner understands what he\she noted down before. According to Starkey (2004), there are two main aspects the student should realize while selecting the words to be used: denotation and connotation. The former is the exact and correct meaning of the word. Students should examine the correctness of their words because there are some words that sound alike but have different meanings or words that are abused and often their usage is thought to be correct. While, the latter, connotation, is described as “a word’s indirect meaning which involves emotions, cultural assumptions, and suggestions” (2004, p. 21). It refers to what can reader conclude from the written text. The student should approve that each used word indicates exactly what he intends for it. In note-taking skill, vocabulary is a major aspect for clear and understood points.

Learners' vocabulary must be as rich as possible to collect the keywords the teacher is using and succeed to remember important terms to use. It aids students in choosing their own appropriate words that stand with the content of the lecture.

Grammar is one of the English language sections that must be learnt and understood by learners. According to Nunan (2003), grammar is normally a set of rules that expresses the structure and the correct ordering of words at the sentence.

Many learners get confused with the ways words are merged in order to form sentences and which may conduct them to encounter difficulties during recording points in lectures. These ways are named "the grammar rules" that are the important elements in every language and are also indivisible from writing, like the reference of tenses that required to be distinguished, prepositions, word class, voice, and many others. Beverly Ann Chin (2000) highlighted the significance of learning grammatical rules and language structure for better writing. He claimed that "Students who are native speakers of English already know English grammar... they recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences" (p. 1). Accordingly, without correct grammar, clear notes are virtually impossible. Proper grammar keeps the student's points far from being misapprehend while reviewing his\her ideas.

8.3. spelling Mistakes:

To have good notes to be written, note-takers tend to have exact spelling. Steve Graham and Lamoine Miller (1979) explained spelling as "the ability to recognize, recall, reproduce, or obtain orally or in written form the correct sequence of letters in words".

In the English language, spelling is a challenging skill to learn because fundamentally there are 26 letters but more than 26 sounds required to the connection between those letters. As Selly mentioned, "...there are over forty sounds in English ... and we only have the same twenty-six letters in the alphabet. Thus, we have to combine letters in different ways to

represent the missing sound” (p. 209). Moreover, Harmer (2001) expressed that “...the correspondence between the sound of a word and the way it is spelt is not always obvious” (p. 256). He specified that numerous English words are pronounced the same way, but written differently and conveyed particular meanings such as “see” and “sea”. Additionally, he showed that the purpose spelling is challenging for students is “...the fact that not all varieties of English spell the same words in the same way” (p.256). American English and British English one contrast in the way they spell some words such as “behavior” and “behaviour”.

8.4. Organization of Notes:

One more difficulty that learner may encounter while taking notes is the organization of points. Starkey (2004, p. 2) expressed that “by following [an organized method of writing], you will guide your reader from your first to last sentence. He or she will be able to see how the various points you make in your [piece of writing] work together and how they support your thesis”.

Organization refers to coherent arrangement of information and the power of indicating ideas clearly and effectively. It conducts students to dismiss the order of thoughts in contrasting situations where they have to think first then write. Hence, during the recording of notes, students seek to exhibit their ideas in a well-structured way since this has an important effect on the learner himself for later reviewing. It aids him\her to comprehend the notes being taken before and connect between each other to have understandable pieces of information.

Conclusion:

Taking notes is an important skill that helps students achieve better learning outcomes by capturing key ideas, practicing active listening, and improving memory. In addition, note-taking has a significant impact on the development of listening comprehension and writing skills, and students need to be aware of this. However, there are some factors that prevent effective note-taking that students require to overcome.

Chapter Two

Research Methodology, Data

Analysis, and Discussion

Introduction:

This chapter reports the research design, sampling techniques, procedures data analysis, and discussion. It is divided into two sections. The first section supplies the description of the research methodology; it includes the research paradigm, research design, data collection and the limitation of the study. The second section distributes the analysis of the obtained data and the discussion of the results in light of the related literature.

1. Section One: Research Methodology

In this section, we institute the methodological approach and the research paradigm of the study. Moreover, we are going to describe and explicate the research tool. Besides, the sample and limitations of the study are also presented.

1.1. Research Paradigm

The present research is a descriptive study. It aims at investigating the effect of note-taking techniques on students' linguistic development and uncovers the main reasons that prevent students from employing note-taking techniques skillfully. To accomplish this aim, quantitative and qualitative methods are chosen to use throughout the research in order to answer the research questions. As reported by Tolmie, Mujis, and McAteer (2011), quantitative research means "explaining by collecting numerical data that are analyzed using mathematically based methods" (p.1). Hence, this method is appropriate for our research to use since it supplies precise and numerical data which guarantees the validity and reliability of the data.

1.2. Conceptual Design

This part carries with the target participants in addition to the description of the research instrument.

1.3. The Population

The subjects who participated in this research were first-year License students at the department of English at the University of Mouhamed Boudief, M'sila. We chose first-year students for a specific reason, which is that most of the modules they study are lecture-based, that require them to take notes. The total number of participants is sixty-eight out of the population of one hundred ninety students, which are five groups from eight.

1.4. The Questionnaire

The instrument used in this research is the questionnaire. This letter is popular and widely used among educational researchers and professionals. Hence, it is a useful tool for data collection through which a considerable number of respondents can be reached. Beiske (2002), found that “a questionnaire is essentially a structured technique for collecting primary data. It is generally a series of written questions for which the respondents have to provide answers” (p.3).

In the current research, we used an online questionnaire instead of the printed one for two main reasons. The first one is the present world situation of Coronavirus and the lack of getting in touch with students in person. The second one is that the use of online questionnaire has various advantages that facilitate the data gathering. Lefefer, Dal, and Matthiasdottir (2007) summarized the vital advantages of the online questionnaire as follows.

First, it delivers time and guarantees a rather short time frame for the collection of responses.

Second, it provides researchers access to a large and diverse population with the potential for a huge amount of data. Third, it presents the participants' freedom of deciding when and

where to fill the survey; furthermore, the participants' responses to the online questionnaire can be more detailed and comprehensive.

1.5. Description of the Questionnaire:

The survey is collected of fifteen questions, which vary, from close-ended to open-ended questions. It is divided into three main sections; they are untitled as follows:

Notetaking awareness (Q 1 to Q4), notetaking techniques (Q 5 to Q10), and notetaking difficulties (Q 11 to Q15).

The first section is about the students' awareness of notetaking. Question 1 is planned to know whether students believe in the importance of notetaking during lectures. Question 2 is designed to know how often students take notes during lectures. The third question is devoted to exploring whether or not notetaking facilitates the learning process. The fourth question is designed to know if or not the students organize their notes after lectures.

The second section is about notetaking techniques used by students (Q 5 to Q10). The third section is about the listening and writing note-taking difficulties that the learner encounter during lectures (Q 11 to Q14). Finally, in question 15, the students were given the opportunity to provide some suggestions in order to overcome their listening and writing difficulties and improve their note-taking skills.

1.6. Administration of the Questionnaire

The students' questionnaire was not dispensed hand to hand, rather; it was posted online on the 19th of March 2022 on a Facebook group of First-year License students of the University of Mohamed Boudiaf. It took less than six days to collect 68 responses; the participants were cooperative and showed much support. Aneshensel (2013) described data analyses as "the systematic arrangement of information into intelligible patterns" (p.4). For our research, in order to survey the data obtained from the questionnaire we relied on tabulations graphs to represent the number of the total responses.

1.7. Limitation of the Study

This research has some limitations that should be mentioned. First, the absence of references was the main setback that we faced; moreover, the lack of articles that deal with note-taking difficulties, which took for us a long time of searching to find studies about this topic. Second, the present Covid-19 situation made the meetings with the supervisor impossible; our discussions were always by emails that were not helpful enough since there were some topics that needed face-to-face discussions. Third, the lack of participants' motivation and interest.

2. Section Two: Data Analysis and Discussion

This section provides an analysis of the data collected from the students' questionnaire and the findings will be demonstrated in tables.

2.1. Analysis of the Results from the Questionnaire

Answers for Q1: do you believe that note-taking is important during lectures?

Table 1: the importance of note-taking during lectures

Options	N°	%
yes	63	96.9%
no	2	3.1%
total	65	100%

Depending on the table above, 96.9% of students consider that note-taking is important during lectures as, it helps in remembering lectures contents and the main concepts. 3.1% of students think that note-taking is not important during lectures.

Answers for Q2: How often do you take notes during lectures?

Table 2: Students' Frequency of Note-Taking during Lectures

Options	N°	%
Always	35	53.8%
Sometimes	28	43.1%
Rarely	1	1.5%
Never	1	1.5%
total	65	100%

The table above represent the frequency of note-taking during lectures, the findings show that 35 of the participants always take note ,28 sometimes take notes, 1 rarely take notes in class, and 1 never take notes .these results indicate that the majority of students take notes during lectures and they are aware of the essential function of note-taking.

Answers for Q 3: Do you think that note-taking techniques facilitate learning process?

Table 3: the usefulness of note-taking in the learning process

Options	N°	%
Yes	62	95.4%
No	3	4.6%
Total	65	100%

According to this table, 62 (95.4%) of students recognize that note-taking techniques facilitate learning process. this illustrate that note-taking techniques may have a great influence on students learning outcomes. This question inquires the role of note-taking techniques in the learning process.

Answers for Q 4: Do you organize your notes after lecture?

Table 4: The Organization of Notes after Lectures

Options	N°	%
Yes	38	58.5%
No	27	41.5%
Total	65	100%

By this question, students are asked whether they arrange their notes after lectures, depending on the table above the vast majority of students 38(58.5%) organize their notes after lecture. The reason might be to facilitate the process of revising or recalling information.

Answers for Q 5: Do you follow a specific technique to take your notes?

Table 5: students' attachment of note-taking techniques

Options	N°	%
Yes	45	69.2%
No	20	30.8%
Total	65	100%

The results reveal that 45 of students follow a specific technique to take note; this could indicate that they are familiar with the different kind of note taking methods or they have had courses about note-taking techniques.

Students' answers to question5: (If yes, what is the technique do you usually use?)

Table 6: Students' Use of Note-Taking techniques

Options	N°	%
Separate sentences	30	50.8%
Mapping	7	11.8%
Outlining	10	16.9%
Recording	3	5.08%
Writing it my own way	4	6.7%
Add other information using colour	1	1.6%
planned	1	1.6%
Abbreviating highlighting	3	5.08%
Total	59	100%

Results affirm that most of the students (30) use separate sentences when taking notes in lectures probably, because it is more effortless .however this question reveal that some of the participants have a lack of knowledge about note-taking techniques and do not follow any technique.

Answers for Q 6: do you think that note-taking during the lessons improves listening skill?

Table 7: students' perspective towards the benefit of note-taking on listening skill

Options	N °	%
Yes	58	89.2%
No	7	10.8%
Total	65	100%

According to this table 58 of students consider note-taking during lessons improves listening skill. It is clear that there is a positive perspective towards the influence of note-taking on listening skill. The relevant explanation is that note-taking obligate students to listen carefully and pay attention to what is being said.

Answers for Q7: do you use colours to highlight your information?

Table 8: the usefulness of colours in note-taking

Options	N°	%
Yes	49	75.4%
No	16	24.6%
Total	65	100%

Depending on the table above the majority of students 49 (75.4%) use colours to highlight their note because it helps them to revise and review important information. in addition using colours can enhance attention level.

Answers for Q08: When you are taking notes, do you usually use:

Table 9: Students' Techniques of Note-Taking

Options	N°	%
Abbreviations	45	69,2%
Diagrams	07	10,8%
Symbols	13	20%
Total	65	100%

This question considers note-taking techniques used by students. The statistics connected to this question shows that abbreviations are the most preferred techniques among students (65 students). This can be described by the fact that students are trying to save time by using

abbreviated forms instead of writing the whole words and which may aid them to get huge number of information in a short time.

Answers for Q09: Do you think that students who use techniques when taking notes are wasting their time?

Table 10: Students’ awareness about Note-Taking

Options	N°	%
Yes	15	23.1%
No	50	76.9%
Total	65	100%

This question was asked to determine if the students aware about the importance of note-taking or not. The results assumed that most of the learners (50) aware about the importance of taking notes. However, others (15) do not aware about the importance note-taking and apply it as a waste of time.

Answers for Q10: Do you believe that taking notes helps you improve your writing skill?

Table 11: The importance of Note-Taking in writing skill

Options	<u>N°</u>	<u>%</u>
Yes	51	78.5%
No	14	21.5%
Total	65	100%

This question checks if the students believe that taking notes improve their writing skills. It reveals that most of the students (51) believe that note-taking helps them improve their writing skill. However, other students (14) do not think that recording notes may help them reach their writing skill. The students who answered by “yes” explained that taking-notes refresh their

lexical background , also by taking notes they can notice their spelling mistakes and correct them , and others claimed that when recording notes they learn new terms and vocabulary.

Answers for Q11: Do you face problems when you are taking notes during English lectures?

Table 12: The Rate of Having Difficulties when Taking Notes

Options	<u>N°</u>	<u>%</u>
Yes	29	44.6%
No	36	55.4%
Total	65	100%

Question 11 is posed to whether the students face problems during the task of taking notes. As it is shown in Table 04, the big part of the students (36) has not problems. However, 29 of them stated that they have difficulties. This may be described by many factors such as the lack of practice, environmental distractions, and the low writing and listening comprehension abilities. Students who answered by “Yes” have mentioned examples such as limited time, lack of concentration, and the speed rate of speech.

Answers for Q12: Do you encounter any difficulties in listening comprehension while taking notes?

Table 13: The Rate of Students’ Listening Difficulties when Taking Notes

Options	<u>N°</u>	<u>%</u>
Yes	45	69,2%
No	20	30.8%
Total	65	100%

This question examines if students face problems in listening comprehension when taking notes. It reveals that most of them (45) cannot listen successfully when taking notes, while, 20

of them do not have any problem with listening. This may show that students do not learn how to record notes and listen well at the same time since both are inseparable strategies.

If “yes”, are these difficulties related to:

Table 14: Students’ Problems Related to Listening

Options	N°	%
Lack of concentration	08	17,4%
-Unfamiliarity with the lecturer’s accent	07	15,2%
-The speed of speech is Too fast	31	67,4%
Total	46	100%

This part of the question points to determine exactly the main listening difficulties faced by students when picking out notes from lectures. On the basis of the results shown in Table 06, it is clear that the speed of speech is the most encountered difficulty by 20 of the students. Furthermore, 07 of them have difficulties with the teacher’s accent, and others (8) with the lack of concentration.

Answers for Q13: Are you an active writer?

Table 15 :Students’ Level in Writing

Options	N°	%
Yes	35	53,8%
No	30	6,2%
Total	46	100%

The objective behind this question is to know the level of the students in writing. As Table 07 shows, the majority of the students (35) classified themselves as active writers, while, 30 of

them claimed that they are not. It is possibly since writing is one the basic elements to be mastered when learning a language.

Answers for Q14: Do you face any difficulties in recording notes while the instructor is lecturing?

Table 16: The Rate of Students' Writing Difficulties when Taking Notes

Options	N°	%
Yes	35	54,7%
No	29	45,3%
Total	46	100%

This question is designed to see if students have problems when writing notes during lectures. The results presented in Table 08 indicate that most learners face problems in recording notes during the instructor's lecturing. This may designate that learners cannot take notes in coherent, organized, and understandable way that will be easier for them to review.

If "yes" are these difficulties related to:

Table 17: Students' Problems Related to Writing

Options	N°	%
a. Having problems with sentence structure	08	22,2%
b. Lack of mastery of vocabulary and grammar.	09	25%
c. Facing mistakes with spelling .	09	25%
d. Having problems with the organization of note.	10	27,8%
Total	64	100%

This question is posed to determine the writing difficulties learners encounter during note-taking. In consequence with the data presented in Table 09, 10out of 64 of the students are

having problems with the organization of notes; while 09 are facing problems with spelling the words, 09 students are having problems with vocabulary and grammar and 08 are having difficulty with sentence structure. This can be expressed by the fact that learners are lacking the main component of good writing.

3. Discussions of the findings of the Questionnaire:

The analysis of the students' questionnaire illustrate that the majority of students rely on note-taking lectures (see table 2) and acknowledge the advantages of applying note-taking as a means to facilitate the learning process. These findings agree with Bligh (2000),kiewra et al (1991) ,and Bohay et al (2011), who confirmed that students recall and comprehend better lectures if they record them in their own notes. In addition, most of the students admit that when they do not take notes, they tend to forget lecture content rapidly

The current study indicates that there is a positive perspective on the influence of note-taking on listening comprehension and writing skills. taking notes while listening to lectures helps to increase the students' attention to the lecture and their understanding of the lecture content , Booner and Holliday6) proved this, they combined several cognitive activities with note-taking while listening including paying attention to the text, differentiating the main concepts from the supporting ones, and understanding what is being said. Moreover, when students apply abbreviation, paraphrasing, and checking spelling mistakes they develop their writing (see table 11). This was mentioned by Piolat who stressed that Students are required to use abbreviating procedures, syntactical short-cuts, paraphrase statements, and, in some cases, physical note formatting that differs from the linear text of a written source material.

However the results reveal that students have various difficulties in taking notes during lectures associated with listening and writing, particularly the speed of speech, different accents and pronunciation, spelling problems, vocabulary and grammar problems, and disorganization

of ideas. (see tables 14 17) these difficulties hinder the successful process of taking effective notes.

The findings of this questionnaire confirmed the following assumptions:

- First year license students are aware of the importance of note-taking.
- Note –taking techniques may enhance first year license students’ linguistic development.
- First year license students might confront some difficulties in the utilization of note-taking techniques.

Conclusion:

The current chapter describes the research methodology used to confirm or reject the research hypothesis and reports the findings. According to the results of the student questionnaire analysis, first-year Licence students recognize the importance of note-taking techniques in the learning process, and the notable effect on enhancing the students' linguistic development. However, they are experiencing serious difficulties in taking effective notes from lectures. These difficulties are linked to both listening and writing.

General

Conclusion

General Conclusion

Note-taking is the practice of recording the essence of information .it is a powerful aid of summarizing and retaining the key points from what has been heard and understood. Taking effective notes is a skill that can be applied in all aspect of life, at work and particularly during study. The principle aim of this research work is to investigate note-taking techniques used by first year English language students at the University of M'sila and the effect of these techniques on the students' linguistic development.

The research work comprised of two fundamental chapters, while the first chapter of this study presents the theoretical framework, the second chapter is practical .the first chapter provided a review of the literature, note-taking techniques and methods. In addition to examining the impact of the application of these techniques on improving students' performance. Further, it attempted to discover the students' writing and listening challenges during the process of note-taking.

The second chapter consisted of two sections; the first section covered the research methodology, research paradigm, data collection tool, and limitation of the study. The second section dealt with the analysis of data and the discussion of the findings.

This study showed that even though students encounter certain obstacles that hinder their progress, they recognize the value of note-taking in the learning process and how it benefits their writing and listening skills.

References

References:

- Boch, F. & Piolat, A. (2005). Note Taking and Learning: A summary of research. *The WAC Journal*, 16, 101-113.
- Boorish (2004). *Effective teaching methods (5thED)*. New Jersey: Pearson Prentice Hall.
- Boyle, J. R., & Weishaar, M. (2001). The Effects of strategic Note taking on the Recall and comprehension of lecture Information for high school students with learning disabilities
- Buck, G. (2001). *Assessing Listening*. Cambridge: Cambridge University Press. Retrieved from <https://anekawarnapendidikan.files.wordpress.com/2014/04/assessing-listeningby-gary-buck.pdf>
- Comprehension, listening strategies, and note-taking*. Published Doctoral Dissertation.
- Dewitt, S. (2007). The Effects of Note Taking and Mental Rehearsal on Memory. *Journal of Undergraduate Psychological Research*, 6 (2): 46-49.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes*.
- Goh, C. (2000). A Cognitive Perspective on Language Learners' Listening Comprehension Problems. *System*, 28, 55-75. Retrieved from <https://sci->
- Graham, S. (2006). *Listening comprehension: The learners' perspective*. *System*, 34 (2006) 165–182. Retrieved from <https://scihub.tw/https://doi.org/10.1016/j.system.2005.11.001>
- Graham, S., & Miller, L. (1980). Handwriting research and practice: A unified approach. *Focus on Exceptional Children*, 13(2).
- Grami, G. M. A. (2010). *The effects of integrating peer feedback into University-level ESL writing curriculum: A comparative study in a Saudi context* (Doctoral dissertation). Retrieved from https://www.kau.edu.sa/files/0005407/researches/57369_27610.pdf
- Harmer, J. (2001). *The practice of English language teaching* (3rd ed). London: Longman. Retrieved from

[https://www.academia.edu/25472823/The Practice of English Language Teaching
hub.tw/https://doi.org/10.1016/S0346-251X\(99\)00060-3](https://www.academia.edu/25472823/The_Practice_of_English_Language_Teaching_hub.tw/https://doi.org/10.1016/S0346-251X(99)00060-3)

Kiewra, K. A. (1985). Investigating note taking and review: A depth of processing alternative. *Educational psychologist*, 20(1), 23-32. Retrieved from https://www.tandfonline.com/doi/abs/10.1207/s15326985ep2001_4

Kiewra, K.A & benton ,S.L (1988), the relationship between information-processing ability and note taking contemporary educational psychology,4,13,33-44

Kiewra,K.A (1989).a review of note-taking: the encoding-storage paradigm and beyond. *Educational psychology review*, 1,147-172. *learning disabilities research and practice* , 16(3), 133-141 Massey University.Retrieved from https://mro.massey.ac.nz/bitstream/handle/10179/1471/02_whole.pdf?sequence=1&isAllowed=y.

McIvor, T. (2006). *Continuous speech recognition: An analysis of its effects on listening multi-disciplinary approach*. Cambridge: Cambridge University Press.

Nunan, D. 2003. *Practical English language teaching* (1st ed). New York: Longman.

O'Malley, J. M., & Chamot, A, U. (1990). *Learning Strategies in Second Language Acquisition* (1st ed). Cambridge University Press.

Peeverly, S. T., Ramaswamy, V., Brown, C., Sumowski, J. Alidoost, & Garner, J. (2007). What predicts skill in lecture note taking. *Journal of Educational Psychology*, 99(1), 176-180.

Piolat, A. (2001). *La prise de notes*. Presses universitaires de France.

Piolat, A., Olive, T., & Kellogg, R. T. (2005). Cognitive effort during note taking. *Applied cognitive psychology*, 19, 291-312.

Piolat,A, & boch,F.(2004).apprendre en notant et apprendre a noter. In E.gentaz ,& P. dessus [learning by taking notes and learning to take notes] (Eds),comprendre les

apprentissages.psychologie cognitive et education [understanding learning. Cognitive psychology and education] (pp.133-152) paris:dunod

Quintus,L,borr,M,duffieled,S ,napoleon,L,& Welch,A.(2012) the impact of the cornell note taking method on students'performance in a high school family and consumer science class.journal of family & consumer science education,30,1.Retrieved from https://college.cengage.com/psychology/nevid/essentials/2e/assets/students/success/fm_01.pdf

Starkey, L. B. (2004). *How to write great essays*. Learning Express.

Suritsky, S. K. & Hughes, C.A. (1991). Benefits of note-taking: Implication for secondary and postsecondary students with learning disabilities. *Learning Disabilities Quarterly*, 14(1), 7-18.

Suritsky, S.K., & State, P. (1993).Notetaking Difficulties and Approaches Reported by University Students with Learning Disabilities. *Journal of Postsecondary Education and Disability*, 10(1). Retrieved from <https://files.eric.ed.gov/fulltext/EJ450310.pdf>

Underwood, M. (1989). *Teaching Listening*. New York: Longman.

Van meter,P.M , yokoi,L,pressly,M.(1994).college students' theory of note-taking derived from their perception of note-taking. *Journal of educational psychology* 86 (3).323-338.

Walter, P. & Ross, J. Q. O . (2013) . *How to study in college* , 11th ed . Cengage Learning.

Williams, R. L. & Eggert, A. L. Note taking in college classes : Students Patterns and instructional strategies . *The Journal of General Education* , 51 No 3 2002 , 174-178.

Williams,R.L,& eggert.A. (2002).note-taking predictors of test performance. *Teaching of psychology*, 29(3),234-237

APPENDIX

Students' Questionnaire

Dear Students,

This Questionnaire is used for the purpose of our Research. It mainly deals with the effect of note-taking techniques on students' linguistic development. We would be appreciate your collaboration if you could answer this questionnaire.

Part One: Note-Taking awareness

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

Yes

No

2. How often do you take notes during lectures?

Always

Sometimes

Rarely

Never

3. Do you think that Note-taking Techniques facilitates learning process?

Yes

No

4. Do you organize your notes after lectures ?

Yes

No

Part Two: Note-taking Techniques

1. Do you follow a specific technique to organize your information's ?

Yes

No

If Yes , what is the technique do you usually use ?

Separate sentences

Outlining

Recording

Mapping

Others, please specify

2. Do you think that Note-taking during the lessons improve your listening skill ?

Yes No

3. Do you use colours to highlight your informations ?

Yes No

4. When you are taking notes , you usually use :

- -Abbreviations
- -Diagrams
- -Symbols

Other (s) , please specify

5. Do you think that students who do not use techniques when taking notes are wasting their time ?

Yes No

6. Do you believe that taking notes helps you to improve your writing skill?

Yes No

Explain

.....

Part Three : Note-Taking Difficulties

1. Do you face problems when you are taking notes during English lectures ?

Yes No

If yes , give an example of these difficulties
.....
.....

2. Do you encounter any difficulties in listening comprehension during taking notes ?

Yes No

If yes , are these difficulties related to :

- Lack of concentration
- The speed of speech is too fast
- Unfamiliarity with the lecturer's accent

3. Are you an active writer ?

Yes No

4. Do you face any difficulties in recording notes during the instructor's lecturing ?

Yes No

If yes, are these difficulties related to :

- -Having problem with sentence structure
- -Lack of mastery of vocabulary and grammar
- -Facing mistakes with spelling
- -Having problems with the organization of notes

Thank you for your cooperation

Résumé :

L'objectif principal de ce travail de recherche est d'étudier l'influence des techniques de prise de notes sur les étudiants en langue anglaise de première année de licence à l'Université de Msila. En outre, il vise à examiner l'effet de la prise de notes sur le développement linguistique. Pour atteindre les objectifs de l'étude, un questionnaire a été administré à 68 étudiants en licence d'anglais de première année à l'Université de Msila. Une analyse statistique descriptive a été utilisée pour analyser les données recueillies. Les résultats démontrent que les élèves sont conscients de l'importance de la prise de notes et que les techniques de prise de notes ont un effet positif sur l'amélioration des compétences d'écriture et de compréhension orale des élèves. En outre, les résultats révèlent qu'il existe diverses difficultés de prise de notes que les étudiants rencontrent pendant les cours magistraux. L'étude exhorte les enseignants à introduire et enseigner différentes techniques de prise de notes selon le style d'apprentissage préférentiel des apprenants. Il recommande également aux étudiants d'améliorer leurs capacités d'écoute et d'écriture afin de prendre des notes efficaces.

الملخص:

تهدف هذه الدراسة إلى التحقيق في تأثير تقنيات تدوين الملاحظات على طلاب السنة الأولى لتعليم اللغة الإنجليزية في جامعة المسيلة. كما تهدف إلى دراسة تأثير تدوين الملاحظات على التطور اللغوي. ولتحقيق أهداف الدراسة، تم إجراء استبيان على 68 طالبًا في السنة الأولى من طلاب اللغة الإنجليزية في جامعة المسيلة. تم استخدام التحليل الإحصائي الوصفي لتحليل البيانات التي تم جمعها. تظهر النتائج أن الطلاب يدركون أهمية تدوين الملاحظات وأن هناك تأثيرًا إيجابيًا لتقنيات تدوين الملاحظات على تحسين مهارات الكتابة لدى الطلاب وفهم الاستماع. بالإضافة إلى ذلك، كشفت النتائج عن وجود صعوبات مختلفة في تدوين الملاحظات يواجهها الطلاب أثناء المحاضرات. تحت الدراسة الأساتذة على تقديم وتعليم تقنيات مختلفة لتدوين الملاحظات وفقًا لأسلوب التعلم المفضل لدى المتعلمين. كما توصي الطلاب بتحسين مهارات الاستماع والكتابة لديهم من أجل تدوين ملاحظات فعالة.