

**An-Najah National University
Faculty of Graduate Studies**

**The Influence of Note-Taking Strategy on
Improving Students' Academic Achievement
from English and TEFL Majors' Perspectives
at An-Najah National University**

**By
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**Supervisor
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**This Thesis is Submitted in Partial Fulfillment of the Requirements of
the Degree of Master Methods of Teaching English Language, Faculty
of Graduate Studies, An- Najah National University, Nablus, Palestine.**

2014

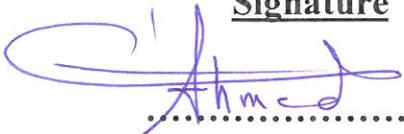
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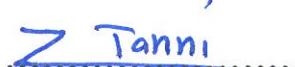
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Dr. Suzan Arafat (Internal Examiner)


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Dedication

This thesis is dedicated with gratitude to:

Allah the Almighty for giving me the strength and health to complete this thesis.

The man who lightened my life with his words and actions:
Prophet Mohammed (peace be upon him).

My dear father and my lovely mother for their endless and unconditional love, care, and support.... Dad and Mom you inspired me to dream and gave me the strength to make the dreams a reality.

My wonderful sisters for their unique friendship and support.

My sweet nieces and nephews for the childish moments we shared.

My homeland for the lessons of courage, freedom and honor.

Anyone who reads and appreciates this work.

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In the Name of Allah, the Most Gracious, the Most Merciful

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Finally, I would like to thank my family: my parents and my sisters for their patience and encouragement, and for the sacrifice that they have made while completing this thesis.

الإقرار

أنا الموقعة أدناه صاحبة الرسالة التي تحمل العنوان:

أثر إستراتيجية تدوين الملاحظات على تحسن انجاز الطلاب الأكاديمي من وجهة نظر
طلاب اللغة الانجليزية و طلاب أساليب اللغة الانجليزية في جامعة النجاح الوطنية

**The Influence of Note-Taking Strategy on Improving
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أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت
الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة
علمية أو بحث علمي لدى أي مؤسسة تعليمية أو بحثية أخرى.

Declaration

The work provided in this thesis, unless otherwise referenced, is the
researcher's own work, and has not been submitted elsewhere for any other
degree or qualification.

Student's Name: بيان عزالدين الأشقر اسم الطالب:

Signature: التوقيع:

Date: التاريخ:

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Abstract

This study aimed at investigating the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives at An-Najah National University. The study examined the effect of the following variables: (gender, faculty, and academic level) on the students' perspectives.

To achieve the purposes of the study, the researcher developed a 42-item questionnaire which included four main domains: Students' background of note-taking concept, Students' perspectives towards the benefits of note-taking, Influence of note-taking on listening comprehension, and Influence of note-taking on writing skills.

The researcher distributed the questionnaire randomly on a sample of (301) English and TEFL Majors at An-Najah National University. A descriptive statistical analysis was used to analyze the collected data, where the questionnaire validity was approved by consulting a jury in the field of TEFL from different universities in the West Bank.

The results of the study showed that there is positive influence of note-taking strategy on improving students' academic achievement from

English and TEFL Majors' perspectives at An-Najah National University. There were significant differences at the level ($\alpha \leq 0.05$) in the students' perspectives due to the students' gender in the first, and fourth domains in favor of males in the first domain, but in favor of females in the fourth domain. There were also statistically significant differences in the students' perspectives due to the student's faculty in favor of TEFL Majors in the first domain, but in favor of English Majors in the rest of domains. However; there were no significant differences in the students' perspectives due to the students' academic level.

In the light of the results of the study, the researcher recommended including note-taking teaching in curricula syllabuses, and training teachers on different methods of teaching note-taking. The researcher also suggested conducting studies on note-taking difficulties and how to deal with them.

Chapter One

Introduction and Theoretical Background

1.1. Theoretical Background of the Study

1.2. Statement of the Problem

1.3. Purpose of the Study

1.4. Questions of the Study

1.5. Hypotheses of the Study

1.6. Significance of the Study

1.7. Limitations of the Study

1.8. Definition of Terms

1.9. Summary

Chapter One

1.1. Introduction and Theoretical Background:

Despite the growing trends towards student-centered instruction to replace teacher-centered instruction, and the innovations in instructional technology, note-taking remains a common and important practice for students both in the classroom and while reading texts (Williams & Eggert, 2002; Brazeau, 2006; Castello and Monereo, 2005). According to Kobayashi (2005) this is due to the fact that note-taking skill remains well-recognized as an effectively increasing ability to recall, comprehend, and retain the subject matter.

Gettinger and Seibert (2002) stated that academic achievement is associated with the knowledge and application of effective study skills. Norwalk, Norvilitis, and MacLean (2009) indicated that low academic achievement among postsecondary students is partly due to inadequate study skills. Armbruster (2009) reported that the preferred and most prevalent method of studying in higher education is taking and reviewing of lecture notes.

According to Kiewra (2002) the problem with note-taking is that students are rarely taught to take effective notes. Piolat & Boch (2004) stated that although students are expected to take extensive notes, and despite the recognized usefulness of note-taking, few students are taught even the basic note-taking skills.

According to Brazeau (2006) due to the increased reliance on readily available presentation software and handouts, students are not provided with the opportunity to develop and enhance a critical skill that is necessary for being a successful, and self-dependent learners, instead they are encouraged to become passive listeners. She stressed that the active part of learning is to directly involve the students in the process of identifying, collecting, and organizing the information through the process of note-taking.

Meyer (2002) stressed that note-taking is a crucial skill that should be explicitly taught in school. In this regard, Ornstein (1994) stated that note-taking should be part of the curriculum since it is one of the cognitive processes that students need to facilitate their own learning, and to improve their academic achievement. He demonstrated that all students would benefit if teachers trained their students on note-taking techniques, especially the low-achievers. He argued that: “able students usually learn [note-taking] skills on their own as a by product of cognition. However, many students do not learn these skills, or learn them too late, simply because they were not explicitly taught them.” (p. 58).

According to Kiewra et al. (1991) note-taking is a fundamental skill to succeed in higher-education settings. They reported that about 98% of college students engage in some form of note-taking during lectures. They also stressed that although notes tend to be generally incomplete (reproducing about 40% of lecture content), they account for exam

performance better than wider-scope predictors such as verbal ability and GPA i.e. Grade Point Average.

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

Boch & Piolat (2005) indicated that students who take notes increase their retention levels: “the result of taking notes is much more than the production of a passive “external” information store, as the note-taking action itself is part of the memorization process and results in the creation of a form of “internal” storage” (p. 104).

Quintus, Borr, Duffield, Napoleon, and Welch (2012) mentioned that note-taking is a complex but an important skill, considering the prevalence of lecture throughout middle-school, high school and college classes. They overemphasized the importance of classroom note-taking saying 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).

Research on note-taking has both theoretically and practically generated debates since Crawford began his studies in the 1920s. Initially the debates centered on whether note-taking resulted in improved students' performance on tests. Over the years, researchers have tried to verify that note-taking helps students "encode" the information involved and that notes are valuable as materials for review (Ladas, 1980).

Woolfolk (2004) stated that among the cognitive learning theories, note-taking can be best viewed in the context of the Information Processing Theory Model of Memory (IPT). She explained that: "according to this theory, similar to the computer, the mind receives information, changes its form and content, stores information, retrieves it when needed, and generates responses to it." (P. 239).

According to Khan (1993) the process of note-taking has its effects on memory by encoding while the product of the notes acts as external storage. She also demonstrated that: "the encoding hypothesis suggests that note-taking is facilitative through transformation of the material into a subjectively more meaningful form, but how much transformation of information actually occurs in note-taking is questionable. Alternatively the external storage hypothesis considers that the benefit of notes is not in taking them, but in having an external record- so that encoding is facilitated during later review, rather than when notes are actually recorded. Evidence has been mixed regarding these two hypotheses." (P.3).

Peper & Mayer (1986) mentioned two hypotheses regarding the encoding benefits of note-taking: focusing and elaboration or attention and generation. According to the focusing hypothesis note-taking increases encoding when it increases the attention students give to the learning material, by requiring them to focus on critical information.

On the other hand, the elaboration hypothesis states that note-taking promotes learning when it is a generative activity. The generative theory emphasizes the important role of learners' actively constructing, or generating, their own understanding by building mental frameworks, creating metaphors, and connecting multiple knowledge components which may involve generating links to prior knowledge, or even connecting distinct concepts within the learning materials (Peper & Mayer, 1986).

In cognitive terms, note-taking is heavily effortful and it engages the working memory (WM) system at multiple levels: attention, gist extraction, transcription, and simultaneous monitoring of incoming information (Piolat, Olive, & Kellogg, 2005). According to Baddeley (2007) note-taking depends largely on the 'working memory' (WM). When taking notes of a presentation, as Piolat, Olive, & Kellogg (2005) demonstrated, note takers maintain a short-term memory buffer in order to acquire, mentally represent, select and understand the continuous flow of incoming new information and to update and interact with the already-stored knowledge.

In this regard, Kiewra and Benton (1988) concluded that "the effective note taker uses working memory capacity to attend, store, and

manipulate information selected from the lecture simultaneously, while also transcribing ideas just previously presented and processed” (p. 35).

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

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

The person taking notes must acquire and filter the incoming sources, organize and restructure existing knowledge structures, comprehend and write down their interpretation of the information, and ultimately store and integrate the freshly processed material. The result is a knowledge representation, and a memory storage (Makany, Kemp & Dror, 2009).

By reviewing the previously mentioned theory and hypotheses, the researcher could conclude that note-taking skills form a crucial base for creating active and self-dependent learners. Thus, there is a serious need to

provide the Palestinian learners with the opportunity to develop such skills that are effective in helping them study and improve their academic achievement. In the current study, the researcher intends to motivate and encourage the Palestinian specialists and methodologists to include note-taking in their syllabuses.

1.2. Statement of the Problem:

Since the general format of students' study behavior involves students taking lecture notes, reviewing and then studying these notes, their ability to take good notes must have direct impact on their academic achievement. However; a few students are able to take notes or are taught or receive any significant training on how to take good notes.

Therefore; this study investigated the influence of note-taking strategy on improving students' academic achievement. It is hoped that this study helped to pinpoint the importance of note-taking as an effective study strategy.

1.3. Purpose of the Study:

This study aimed at investigating the influence of note-taking on improving students' academic achievement from English and TEFL Majors' Perspectives at An-Najah National University. It also explored the students' perspectives towards the benefits and usefulness of note-taking, and its influence on listening comprehension and writing skills.

1.4. Questions of the Study:

This study tried to give satisfactory answers to the following questions:

- What is the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives at An- Najah National University ?

The above-mentioned question underlies the following sub-questions:

1. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to gender variable?
2. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to faculty variable?
3. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to academic level variable?

1.5. Hypotheses of the Study:

The main question of this study underlies the following null hypotheses:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's gender.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's faculty.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's academic level.

1.6. Significance of the Study:

The necessity of conducting this study originated from the uses, advantages and importance of note-taking for those who are, in one way or another, involved with learning, teaching and educational research, as well as the absence of research in this domain in the Arab World; to the researcher's best knowledge.

It is hoped that the study results helped to convince educators that attention should be paid to note-taking training. It is also hoped that the study revealed the importance of developing effective note-taking skills in improving the students' academic achievement as well as the role of this activity in developing other skills including: listening comprehension, and writing skills.

1.7. Limitations of the Study:

The researcher classified the limitations of the study into four: locative, temporal, human and topical limitations.

1. Locative limitation: The study covered English and TEFL Majors at An- Najah National University in Nablus.
2. Temporal limitation: This study was carried out in the second semester of the academic year 2013-2014.
3. Human limitation: The population of the study consisted of the English Majors from the Faculty of Art and the TEFL Majors from Methods of Teaching Department in the Faculty of Education(males and females) at An- Najah National University.
4. Topical limitation: The study examined the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives at An- Najah National University.

1.8. Definition of Terms:

Here are some helpful definitions of terms related to the study:

1. **Note-taking:** a complex activity that requires comprehension and selection of information and written production processes (Piolat, Olive & Kellogg, 2005, p.291).

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

Note-taking can be analyzed as a means of explaining and narrating some information to ourselves, organizing it and establishing personal relations to make it more comprehensible (Hicks, 1993). While Fajardo (1996) considered note-taking as a complex activity which combines reading and listening with selecting, summarizing, and writing.

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

Note-taking is the practice of recording information captured from another source. By taking notes, the writer records the essence of the information, freeing his mind from having to recall everything (Makany, Kemp & Dror, 2009).

2. **Academic achievement:** is defined by Parveen, Noor-Ul-Amin, and Nazir (2013) as the students' achievement in the academic subjects in relation to their knowledge attaining ability which is usually measured by standardized tests and expressed in units based on pupil's performance.
3. **External Storage (product function of note-taking):** is seen as important because the notes taken serve as an external repository of information that permits later revision and review to stimulate recall of the information heard (Carrell, Dunkel, & Mollaun, 2002, P.3).
4. **Encoding Function:** the process(or act) of note-taking, supposedly aids lecture learning by activating attentional mechanisms and engaging the learner's cognitive processes of coding, integrating, synthesizing, and transforming aurally received input into a personally meaningful form (Carrell et al., 2002, P.3).
5. **Operational Definitions:**
 - 5.1. **Note-taking:** An effective study skill that acts as a form of learning by helping students to understand and remember the material they read or are taught in class, and therefore; leads to improve their academic achievement. When taking notes, students write down important facts and conclusions not details, and they have then to reflect and review these notes so that they are beneficial.

5.2. Academic achievement: refers to the improvement in students' test performance, retention of the studied materials, listening comprehension and writing skills as a result of applying an effective note-taking strategy during their academic study.

5.3. English and TEFL Majors: include all the male and female students in the 2nd, 3rd and 4th academic levels, who are studying in one of the two different majors offered by An-Najah National University: one is offered by the Faculty of Arts known as English and Literature Majors, and the other is offered by the Methods of Teaching Department in the Faculty of Education known as TEFL Majors.

5.4. Perspectives: the students' attitudes and feelings of agreement and disagreement towards the influence of an effective note taking strategy on their academic achievement as expressed in their responses to the instrument employed in the current study i.e. the questionnaire.

NOTE: The terms “note-taking strategy” and “note-taking skill” are used interchangeably in the current study because they are taken to indicate the same meaning.

1.9. Summary:

Chapter one dealt with the theoretical background of this study which lies in the cognitive learning theories, mainly the Information Processing Theory Model of Memory (IPT), and the major hypotheses that were originated within it: Encoding i.e. learning while taking notes, and External Storage i.e. learning from reading the notes. It also presented the statement of the problem, the purpose of the study, questions of the study, hypotheses of the study, the significance of the study, the limitations of the study and definitions of the terms.

Chapter Two

Review of Related Literature

2.1. Introduction

2.2. Functions and Benefits of Note-taking:

2.2.1. Functions

2.2.2. Benefits

2.3. Note-taking Skills

2.3.1. Listening

2.3.2. Cognitive Processing

2.3.3. Recording

2.3.4. Reviewing

2.4. The Influence of Note-taking on Students' Listening Comprehension

2.5. The Influence of Note-taking on Students' Writing Skills

2.6. Factors Influence the Students' Ability to Take notes:

2.6.1. Pacing & Cueing

2.6.2. Prior Knowledge

2.6.3. Strategic Knowledge

2.6.4. Learning Styles

2.7. Related Studies

2.8. Summary

Chapter Two

Review of Related Literature

2.1. Introduction:

For the sake of simplicity and clarity, the researcher arranged the literature review in a systematic way that covers the functions and the benefits of note-taking, the skills that underlie the process of note-taking, the influence of note-taking on students' listening comprehension as well as their writing skills, and factors that influence the students' ability to take notes.

Additionally, the researcher chronologically arranged summaries of results of related studies that focus on the relation between note-taking and the students' academic achievement.

2.2. Functions and Benefits of Note-taking:

2.2.1. Functions:

Bligh (2000) reported that the research on note-taking shows that students recall more lecture material if they record it in their notes, and consequently, as Kiewra et al. (1991) confirmed, they perform better on tests of recall and synthesis than the students who do not take notes. More specifically, note-taking is said to serve two distinct functions for the students:

- External storage: According to Kiewra et al. (1991) notes obviously serve as a place to keep the knowledge and information recorded for later review which is the purpose that most students likely see as the primary purpose behind note-taking. This is undoubtedly a crucial function, particularly when paired with the review of those notes.

In this regard, Kiewra (1989) confirmed that review helps learners to “consolidate noted information, reconstruct previous unrecorded lecture points, stave off the natural process of forgetting, or relearn forgotten information” (p.151). Kiewra, DuBois, Christian, & McShane, (1988) pointed out that researchers often test the storage function of note-taking by comparing the performance of subjects who review their notes with those who are not allowed to review. The results of these studies revealed that the review of notes results in higher achievement on various performance tests than those not permitted to review.

The storage function of note-taking has been demonstrated to improve retention. In an empirical study of the effect of the storage function on retention, conducted by Kiewra (1989), participants listened to a lecture and took notes. Students who were allowed to review their notes had higher achievements on various subsequent performance tests than those who were not allowed to review their notes.

- Encoding of information: Colman (2009) stated that students might not realize that the process of note-taking also serves a vital function in helping to write the information on the brain. He defined encoding as: “converting

information into a different form of representation, especially the process whereby physical sensory information is transformed into a representation suitable for storage in memory and subsequent retrieval” (Section E).

According to Katayama, Shambaugh, and Doctor (2005) the literature shows that people retain materials that they have generated themselves (i.e., personal notes) better than materials generated by others (i.e., someone else’s notes). Piolat, Olive & Kellog (2005); and Williams & Eggert (2002) demonstrated that students actually begin to learn and memorize the material during note-taking, particularly when they are engaged in deep comprehension.

Armbruster (2009); Kiewra et al. (1991); and Piolat & Boch (2004) argued that although note-taking is frequently used in situations where the transmission of information is crucial, as in academic contexts, the function of notes is not only to provide a record of information. In this respect, Hartley (2002) confirmed that note-taking is also frequent in everyday life and in many professional contexts.

Houdek Middendorf & Hoff Macan (2002) demonstrated that in these situations, manipulating and anticipating relevant information are crucial, as in judging, problem solving (Cary & Carlson, 1999), and decision making (Castello & Monereo, 1999), including when the work is collective (e.g. industrial design, preparation of an exhibition, etc.). In such cases, note-taking could facilitate an ongoing work.

According to Hartley (2002) the use of note-taking to store the transmitted information often underlies another important role: reflection. He adds that note-taking is an effective information-processing tool that is commonly used both in daily life and in many professions. Consequently, it contributes to the carrying out of a range of intellectual processes, such as making judgments, resolving issues, and making decisions.

Badger, White, Sutherland, & Haggis (2001); and Van Meter, Yokoi, and Pressley (1994) found that in academic contexts (secondary school and university), after several years of practice, students develop specific concepts or ideas of the functions of note-taking. These representations are usually related to the purposes of the notes (to record information, to concentrate, etc.), their content and structure (abbreviating procedures, structure of information, etc.) as well as to the contextual factors (style of the teacher and how important information is communicated, kind of the course, etc.) that effect note-taking.

Cary & Carlson (1999) indicated that the taking of notes can aid time-consuming, real-time thought processes, such as the solving of mathematical problems. In this respect, they demonstrated that notes are similar to a "rough draft" in that they allow information to be coded, which in turn aids the "mnemonic processes" and consequently helps the development of the solution.

Van Meter et al. (1994) found that while listening to the lectures, most of university and college students take notes to accomplish several

functions. In their ethnographic interview study, college students were asked why they needed to take notes, and what they achieved by that. The answers given by the students included the following: (1) it increases their attention to the lecture, (2) it increases their understanding of the lecture content and helps them retain this content later in their memory, (3) it provides connection between ideas (4) it informs the specific points repeated in a class.

2.2.2. Benefits:

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

Bohay, Blakely, Tamplin, & Radvansky (2011) demonstrated that notes are self-generated memory cues which help to remind a person of verbal or textual information that no longer exists. Additionally, they found that reviewing notes can serve as a second chance to study the material which in turn improves the memory performance. They also stressed that review provides another opportunity for deeper processing and elaboration.

Despite the benefits of review, Bohay et al. (2011) also found that the act of note-taking can aid later performance even without later review since it serves as an active engagement with the content that is recorded.

They stated that engagement through note-taking facilitates learning, and that those who take notes are more likely to elaborate on the material. During note-taking, people engage in greater mental organization which leads to improved memory and comprehension. Thus, the act of note-taking alone may improve recall and understanding over conditions when no notes are taken.

On the other hand, Kobayashi (2005) found evidence that note-taking may be of limited benefit and, in some cases, may negatively affect performance. In a meta-analysis of 57 studies, he found that the overall effect of note-taking compared with no note-taking was positive but moderate. Results showed that although note-taking can be beneficial on some occasions, on other occasions it might interfere with the learning performance.

In this regard, Peverly et al. (2007) explained that the act of note-taking itself creates a multiple task situation, including memory, comprehension, and writing, that divides the cognitive resources, and thus may affect the cognition that should be devoted only to comprehension or other higher-order cognitive processes. Hence; the cognitive processes might be disturbed by the actions of writing quickly.

Further, note-taking, as Stefanou, Hoffman, & Vielee (2008) found, when used as a mechanical strategy for copying verbal information may interfere with the attention necessary for integrating knowledge. They found that the amount of directly copied information was a negative

predictor on a factual information quiz. In other words, the more the students copied directly from what they heard or read, the poorer their performance was on factual recall questions.

They added that whether note-taking is beneficial or not may depend on the approach of writing notes. For example, when note-takers add more words in their notes, they perform better on questions that ask them to apply knowledge than students who either copy more or omit more words.

2.3. Note-taking skills:

Suritsky and Hughes (1991) stated that note-taking involves four major skills: listening, cognitive processing, recording lecture content in written form, and reviewing the noted information. According to Williams & Eggert (2002) the first two skills take place at the same time with the recording following in few seconds. As for reviewing, they stressed that it should begin after each class , but it is often delayed until an examination time.

2.3.1. Listening:

Williams & Eggert (2002) stated that despite the difficulty to differentiate between listening and cognitive processing since they take place at the same time, there is a subtle difference between listening and cognitive processing. Listening is highlighted by equating it with paying attention. Therefore, listening can be substituted by paying attention when taking notes from textual resources is considered. They demonstrated that if

the student's attention is not focused on what is being said, there is little chance that meaningful processing and recording will follow.

2.3.2. Cognitive Processing:

According to Suritsky and Hughes (1991) cognitive processing consists of two stages: (1) understanding each idea, and (2) connecting that understanding with one's existing knowledge. Armbruster (2009) synthesized the second stage into two processes: (a) integrating new points with previous points in the lecture (making internal connections), and (b) integrating new points with one's prior knowledge of the topic.

Williams & Eggert (2002) noted that students often record the instructor's exact words which lead to the memorization rather than the comprehension of the material, but rewriting an instructor comment in one's own words reflects a deeper level of processing. Suritsky & Hughes (1991) stated that once comprehended an idea, the student's next challenge is to relate it to his prior knowledge of the topic.

Williams & Eggert (2002) mentioned that students may connect the incoming information with their existing knowledge in several ways. For example, while listening to a particular explanation, the student may think that what is being said is "an example of . . .," "the same as . . .," "different from . . .," "related to . . .," or "goes under. . .". In this way, he constructs a conceptual schema of each class's discussion, and integrates that discussion into a larger conceptual framework of the course.

2.3.3. Recording:

Williams & Eggert (2002) stated that recording happens when students write down their interpretation (from processing) of the information on paper. They also pointed out that the first challenge in note-taking is to achieve a balance between listening, processing, and recording, and that the efficiency of the notes is important to achieve this balance. They defined the efficiency of notes in terms of the ratio between the number of the conceptual points recorded and the number of the words in the notes. They also stressed that note takers should be able to distinguish between the main ideas and subordinate information as the most effective notes should clarify the whole framework of a class and consider critically the specifics to that framework.

2.3.4. Reviewing:

Bligh (2000) reported that research on note-taking confirms that reviewing notes have a positive impact on students' learning since it significantly improves their ability to recall the lecture material. According to Williams & Eggert (2002) one major aim of note-taking is to have a hard copy of the lecture ideas that can be reviewed later.

Kiewra (1989) stated that recording notes is not an effective activity unless those notes are reviewed later. He argued that note-taking has its greatest influence when students take their own notes and review them before testing. Williams & Eggert (2002) stated that irrespective of the

note-taking procedure or the nature of the notes, how one reviews the existing notes can make a difference in performance. They also noted that students often approach reviewing in a relatively passive way, by simply reading through their notes and trying to remember the lecture comments.

Kiewra et al. (1991) found that students who take notes but do not review, get lower scores than the students who review notes before the exam. They also found that the students who do not attend the lecture but are given notes to review (either the instructors' notes or notes taken by other students) perform almost as well as the students who review their own notes and significantly better than students who do not review.

2.4. The Influence of Note-taking on Students' Listening Comprehension:

Kiewra (2002) pointed out that learning psychologists consistently noted that students spend about 80% of the class time listening to lectures, therefore; to benefit from these lectures, students take notes as their most frequently used learning strategy.

Carrell et al. (2002) stated that the facilitative effect of note-taking is thought to be derived from one or both of its functions: encoding and external storage. The encoding process was divided by Suritsky and Hughes (1991) into three main skills: listening, processing, and recording or note-taking. According to Williams & Eggert (2002) listening is the attention the student pays to the instructor and therefore; the student's

ability to capture information, but recording happens when the student writes down his processing (understanding) of the information to paper(see 2.2 above).

In this regard, LIU and HU (2012) indicated that note-taking in EFL listening is a process that happens simultaneously with the process of listening. They emphasized that note takers need to take down some notes in their own ways according to what has been heard for further reference. Booner and Holliday (2006) identified a number of cognitive activities associated with note-taking while listening including: paying attention to the text, differentiating the main points from the supporting material, and understanding what is being said.

According to Ferris and Tagg (1996) the lack of note-taking skills and the problems with note-taking as well as listening comprehension are reported by students as troublesome areas. Moreover; Hayati and Jalilifar (2009) asserted that it is critical for students to master note-taking for school, work, and life in general. A good reason to take notes is that the students can keep a record of information to be used later as they can never re-listen to a speech or a presentation. The results of their study, supported a clear link between note-taking strategy and listening comprehension ability.

In this regard, Van Meter et al. (1994) stated that taking notes while listening to lectures helps to increase the students' attention to the lecture, their understanding of the lecture content, and their ability to see

connections between ideas. Borich (2004) agreed that the students are more receptive to what they hear or see if they take down notes. He added that the amount of notes approximates the attention of the students in lectures.

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

Peeverly et al. (2007) indicated that EFL students suffer shorter short-term memories in English and experience more difficulties comprehending what they hear. Therefore, the most notable advantage of taking notes for EFL students, as LeBauer (2000) found, is the ability to capture unfamiliar names, terms and ideas in a text to memorize and comprehend.

In this regard, Carrell (2007) noticed that the effects of note-taking are in fact double-edged. She pointed out that: “those who test L2 listening comprehension should be aware of the additional cognitive load that note-taking during listening may place on second language examinees.” (p.57).

2.5. The Influence of Note-taking on Students' Writing Skills:

Analyses of the structures of notes show that the techniques used when taking notes affect three levels of language. First, abbreviating procedures which may apply on lexical units (namely spelling). For

instance, end truncation (writing down ‘poss.’ for ‘possibility’), conservation of the frame of consonants, and suffix contraction (writing down ‘recoged’ for ‘recognized’) are usual techniques of note-taking (Branca-Rosoff, 1998; Kiewra & Benton, 1988).

Second, syntax can be transformed by shortening statements. For this purpose, note takers may adopt a telegraphic style to record the information. They may also use substitutive techniques, with mathematical iconic Greek-alphabetic symbols for example. Such symbols (dash, arrow, star) are also ways for increasing the speed of note-taking, as for example when they are used in lists. They also avoid formatting the syntax of the source material that is heard or read (Barbier, Faraco, Piolat, Roussey, & Kida, 2003).

Third, the physical formatting of the notes may be quite different from the usual linear formatting used when producing a text. In general, the format of the notes (tabulation, inserts, etc.) exploits all the physical space of a sheet in a non-linear way. The formatting of the notes written down on the paper is thus often near that of preparatory rough drafts of an essay. They can, however, look very similar to a polished draft or a linear text (Slotte & Lonka, 2001).

According to Piolat & Boch (2004); Van Meter et al. (1994) note-taking strategies make use of the physical space of the sheet to provide organizational cues of the information that is recorded. When students take notes during their courses, the majority of them focus on the discourse of

the teacher that they will have to restore during their examination. So, they frequently resort to a linear method of note-taking that gives to their notes a traditional textual appearance.

Piolat (2001) said that note takers, as writers, must select the information to record and format it in ways that differ from the source material. He added that they must also employ abbreviating operations, syntactical short-cuts, paraphrasing statements, and often a physical formatting of the notes that differs from the linear text of written source material.

When determining what to record, the student must distinguish between main and subordinate ideas. Students who do poorly on academic tasks often have difficulty judging the importance of lecture content, either failing to record the primary ideas or failing to highlight them when editing their notes (Williams & Eggert, 2002). Moreover; they clarified that effective notes are characterized by clear organization (i.e., the relationship between main and subordinate ideas can be easily identified) and provides an overall framework for a lecture.

Carrell (2007) stated that L2 listening note-takers tend to take down the content words, doing little abbreviating or symbolizing and virtually no paraphrasing. She added that when they attempt to organize their notes in a marked fashion, rather than using diagrams, indentations or other visual indicators of organization, they tend to use arrows to link ideas in the notes. Moreover; she found that students make little use of lists, but try to signal

important information by underlining particular words or using circles or boxes around these words.

Boch and Piolat (2005) indicated that the average writing speed of a student is around 0.3 to 0.4 words/ second, whereas a lecturer speaks at a rate of around 2 to 3 words/second. Baddeley (1996) stated that with written documents, note takers must also deal with a temporal pressure, because their transcription remains slower than their reading. Accordingly, Boch and Piolat (2005) emphasized the importance of developing processes and methods that allow students to record the content of the lessons and increase their writing speed.

Bretzing, Kulhavy, & Caterino (1987) stated that since note-taking is often realized under severe time pressure, then; in order to take notes quickly, it is necessary to shorten and reduce information. They added that this need led to the invention of stenography whose graphic traces and transcribed units are simplified compared with alphabetical writings. However; they demonstrated that this technique is rarely used by note takers. According to them, note-takers generally use their own method of note-taking.

2.6. Factors Influence the Students' Ability to Take notes:

2.6.1. Pacing & Cueing:

According to DeZure, Kaplan& Deerman (2001) there are two factors that have a particularly strong impact on students' ability to take

notes: 1) pacing, which includes both speed of delivery and the amount and difficulty of information delivered; and 2) cueing, which involves verbal and visual signals of emphasis, structure, and relationships.

They indicated that appropriate pacing is affected by the complexity and familiarity of the material. When lectures contain complex or unfamiliar material (or a lot of technical information and terminology), instructors should move more slowly to allow students to record the relevant information. Instructors may also want to balance the amount of new vs. familiar and simple vs. complex material when possible. On the other hand, when lecture material is easy to understand or reviews familiar content, instructors can choose the pace that helps students to easily keep up.

Bonwell & Eison (1991) emphasized that the simplest way to engage students and improve their notes is to build in short pauses (two to three minutes) a few times during the lecture when students can review and rework their notes. They found that pausing significantly improves students' comprehension and retention of the material.

Bonwell & Eison (1991) suggested that at the end of the lecture, instructors can ask students to take three minutes to do a "free recall," that is, write down everything they remember from the lecture. In this regard, DeZure et al. (2001) suggested allowing students to compare their notes with those of a peer in the class, offering each other corrections or missing information. After three to four minutes of comparison, students can ask

the instructor for clarification and elaboration. The process of peer discussion can also help students identify and articulate questions about the material.

They stated that students' ability to recognize the structure of a lecture plays significant role in the quality of their notes. Students may not be able to identify this structure, and to help them overcome this difficulty, lecture structure and hierarchical relationships can be signaled (e.g., key points versus detail, context versus cause) by verbal and visual cueing.

Kiewra (1989) stated that cueing during lecture such as (i.e. asking questions, repeating important information, explicitly stating what is important) is helpful along with writing on the board, using power point slides and recording the lecture so students can re-watch it.

According to Bligh (2000) verbal cues provide clarity and emphasis as well as signal relationships (cause-and-effect, hierarchical, sequential, comparative,... etc.). On the other hand, DeZure et al. (2001) stated that visual cues help to emphasize specific concepts and/or relationships among concepts. Visual cues include writing information or simple diagrams on the board, presenting graphs or complex charts on transparencies, or presenting a running outline of the lecture on slides.

Further, they found that written cues are particularly important because of students' tendency to record material from the blackboard. They also found that although visual cues are particularly helpful to non-native

speakers and students with several types of disabilities, they benefit most students and worth the time and effort spend on using them.

2.6.2. Prior Knowledge:

According to Wetzels, Kester, Merrienboer, and Broers (2010) prior knowledge is another factor that may impact the effect of note-taking. They found that learners with high prior knowledge benefit from taking notes while activating prior knowledge, whereas note-taking has no beneficial effects for learners with limited prior knowledge. They also found that note-taking during prior knowledge activation reduce the mental effort and increase the mental efficiency for high prior knowledge learners. As for low prior knowledge learners, note-taking has the opposite effect.

In this regard, Kiewra (1989) found different results. He indicated that learners who are familiar with the lecture content form connections whether they took notes or not while those who possess less prior knowledge are more likely to rely on note-taking as a strategy to build connections. He stated that among learners who lack prior knowledge, note-takers perform better on far-transfer tasks than non-note-takers, who perform better on near-transfer tasks since far-transfer tasks require general conceptual information to arrive at a solution while the latter demand connections between concepts developed during class and new applications, such as fact retention and verbatim recognition.

According to a study by Van Meter et al. (1994), the only variable that students claimed to have influenced their note-taking was background knowledge or prior knowledge. This factor affected the selection of information they wanted to keep as notes i.e. the less familiar they were with the contents of a course, the more notes they tended to take.

2.6.3. Strategic Knowledge:

According to Castello & Monereo (1999) although the relationship between prior knowledge and the effect of note-taking is unclear; knowing the purpose of note-taking (when and why to take notes), which is called “strategic knowledge,” may predict the performance.

They hypothesized that strategic knowledge may be more important factor related to performance than prior content knowledge. They found that people who were provided with strategic knowledge were still able to adapt to a task’s demands even if they did not previously have high content knowledge. The finding implies that persons need to be able to identify when and why they take notes in order to ensure better performance.

2.6.4. Learning Styles:

Tileston (2005) mentioned that learners are of three types: visual, auditory, and kinesthetic. Visual learners are considered the majority of learners by a small margin. During a study session, visual learners tend to use a visual matrix style of recording their notes. Often known as mind-mapping, notes are constructed of shapes, colors, sketches, and pictures.

These learners prefer to learn from books, pictures, maps, and diagrams. Visual learners tend to watch the face of the lecturer while they attempt to imagine the details of the instruction.

According to her auditory learners are best engaged while listening to, and discussing, information. They tend to make up 20% of the classroom. Lecture is their preferred instructional style, and consequently they perform well in the traditional school structure. Auditory learners might also be frequently called out in class for their love of talking, storytelling, and desire to laugh.

She added that kinesthetic learners perform best when movement and touch are closely involved in the learning process. According to her, there is a fundamental reason for increased performance with kinesthetic learners: movement, or at the minimum standing, promotes blood flow to the brain and helps with cognitive processes. Students who are kinesthetic tend to be the athletes in class and respond quite well to rewards.

2.7. Related Studies:

According to Castelló & Monereo (2005) three lines of research have been developed in the last 40 years: A dominant approach in the sixties and seventies focused on the effects of note-taking and note-rewriting on some cognitive variables (attention, memory, comprehension, and so on); these studies were initially aimed at distinguishing whether note-taking improved encoding or storage of information.

They also reported that in the eighties and nineties, interest was focused on the relationship between quality of notes and significance of learning. More recently, the interest of research has shifted to what really happens in the classrooms when teachers aim at promoting certain note-taking forms i.e. the changes in the teaching methodology which may enhance note-taking.

Bligh (2000) stated that considerable empirical evidence supports the effectiveness of note-taking, though a few studies have shown note-taking to have no effect or a detrimental effect on learning. The researcher reviews the results of some of these studies in this section.

Hale & Courtney (1994) examined the effects of taking notes in the context of the Test of English as a Foreign Language (TOEFL) listening comprehension section that contains short monologues, or 'mini talks'. The results showed that allowing students to take notes had little effect on their performance, and that urging students to take notes significantly impaired their performance. Moreover; they found that little benefit is gained by taking notes in the context of the present TOEFL mini talks, and explained that due to the fact they are designed to assess listening comprehension with minimal demand placed on memory.

When studied the impact of note-taking strategies on recall and achievement in exams, Kiewra et al. (1995) found that students not only learn when they review their notes, but also while they take their notes.

They added that the notes constitute an external memory that can be used later for studying and other tasks.

Slotte & Lonka (1999) examined how quantitative and qualitative differences in spontaneously taken notes are related to text comprehension in combination with reviewing or not reviewing previously made notes. The results revealed that reviewing the notes during essay-writing generally results in good performance in an exam calling for deep-level text comprehension. In relation to notes' quality, the study indicated that participants who summarized the content of the text resulted in better performance in all tasks in comparison with those who produced notes following the text order or verbatim notes. The amount of note-taking was also positively related to text comprehension.

In his study, that examined the functions of note-taking and the content of L2 listeners' notes in the context of a group of Chinese EFL learners, Liu (2001) found significant effects for the review of notes (the external storage function of note-taking) on recognition of specific information, but no significant effect on recognition of general information.

Arslan (2002), who studied the influence of teaching note-taking and information mapping on learning and recalling in Turkey, found that note-taking can help students to improve their levels of knowledge and application which is not the case of concept mapping, where no significant differences between control and study groups were observed.

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

Studies by Castello and Monereo (2005), Brazeau (2006), examining retention in a lecture based context, showed that participants who generated their own notes had greater retention by relating the presented information to previously acquired knowledge and by relating the presented information to their own personal knowledge. Huang (2006) also found similar results in his study in which the majority (80.8%) of participants agreed that the academic skill of taking notes in class is beneficial with regard to improving comprehension and gaining information.

Peeverly et al. (2007) found that measures of transcription fluency (how fast one can take notes) predicted note-taking, which in turn predicted performance on writing tasks that measures recall, which raises the possibility that increasing transcription fluency may be one way to increase recall.

In their experimental study, Makany, Kemp & Dror (2009) examined ways to enhance cognitive performance through different note-taking techniques. Results emphasized the importance of using cognitively

adaptable note-taking techniques to enable deeper understanding and more integrated knowledge management.

Hayati & Jalilifar (2009), in an experimental study, asserted that students should be taught the useful techniques of note-taking as it can help improve their achievement. They also recommended to include note-taking materials as part of teachers' instruction to help students learn more about the subject matter.

Olmos & Lusung-Oyzon (2010) in a study of the effects of the use of lesson outline and the activation of prior knowledge on note-taking and test scores, reported that note-taking and review of notes are related to better test scores. They showed that high test scores are associated with more notes.

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

It also revealed that note-taking causes meaningful learning and each note-taking strategy performs its own function in building the students' cognitive structure regarding the content of the subject matter they deal with. It also proved that reviewing the notes also plays a crucial role in

recalling and fixing knowledge in one's long term memory. They found that note-taking provides the learners with security that facilitates learning.

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

In an experimental study, Rahmani & Sadeghi (2011) investigated the effects of note-taking strategy training on Iranian EFL learners' comprehension and retention of written material. The study showed that the Experimental Group performed significantly better on both comprehension and recall tests. Analysis of written recalls also showed that the Experimental Group remembered more important ideas, and better identified the relationships between ideas, resulted from the training on how to take notes.

Gee (2011) carried out a study to find out how providing instructor's notes before lecture can affect students' own note-taking behavior and whether providing instructor notes at the time of encoding (i.e., during the lecture) helps or hurts students' performance on memorization or application measures. Results indicated that students who received the complete outline before the lecture took significantly fewer personal notes than did students who received the outline after lecture, though both groups

performed similarly on factual recall and application tests. These findings failed to support the encoding value of note-taking.

Bohay et al. (2011) tested the influence of active engagement with the material through note-taking. They found that note-taking produced better performance. They also demonstrated that note-taking has the greatest benefit at the deeper levels of understanding.

In his study to examine the effectiveness of supplying guided notes to undergraduate students in a geography class, Morrow (2012) found no significant difference in performance between students in the two semesters. He argued that this is due to a few flaws in the study's design including the small sample, first semester students were better performers or smarter than those in the second semester, the teacher, the exams, the time of day or year the courses were taught, or the classrooms in which the lectures were given. As for students' opinions about the benefits and usefulness of guided notes, the study revealed that the majority felt that guided notes were extremely beneficial to their success in the class.

Schoen (2012) examined the effects of the method of note-taking (handwriting versus typing) in lecture and textbook-reading contexts on memory retention. He found a significant main effect for typing notes on memory retention. He also found that there is an interaction between the method of note-taking and context (the lowest scores were achieved in the condition in which participants handwrote notes during a lecture). In short, Schoen's study findings suggested that typing as a method of note-taking

may be an influential factor in memory retention, particularly in a lecture context.

To conclude, most of previous research agreed on the benefits of note-taking and its effects on comprehension, retention and recall of information. Moreover; these studies indicated that both note-taking and review are related to best test scores. Consequently, they agreed that note-taking helps students to improve their academic achievement. Among these are Kiewra et al. (1995), Slotte and Lonka (1999), Liu (2001), Arslan (2002), Carrell, Dunkel and Mollaun (2004), Castello and Monereo (2005), Brazeau (2006), Huang (2006), Peverly et al. (2007), Makany, Kemp & Dror (2009), Hayati & Jalilifar (2009), Olmos and Lusung-Oyzon (2010), Haghverdi, Biria and Karimi (2010), Abraham, Kamath & Ramnarayan (2010), Rahmani and Sadeghi (2011), Bohay et al. (2011), and Schoen (2012).

On the other hand; a few studies found no or little significant effect of note-taking on students' achievement, among these are Hale and Courtney (1994), Gee (2011), and Morrow (2012).

The researcher believes that good note-taking practice leads to improve not only students' academic achievement, but also other related skills which students practice while taking notes, among these are listening comprehension, and writing skills. In addition to that, note-taking is related to students' attention during lectures, retention of knowledge, critical thinking and creativity.

2.8. Summary:

In chapter two, the researcher, while reviewing the related literature, explored the functions and benefits of note-taking, note-taking skills, the influence of note-taking on listening comprehension and writing skills, and some factors that influence the students' note-taking strategies. Moreover; the researcher also conducted an extensive survey on previous studies that are related to the field of the influence of note-taking strategy on academic achievement.

Chapter Three

Methodology and Procedures

3.1. Introduction

3.2. Methodology

3.3. Questions of the Study

3.4. Hypotheses of the Study

3.5. Population of the Study

3.6. Sample of the Study

3.7. Instrument of the Study

3.8. Validity of the Instrument

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3.10. Procedure of the Study

3.11. Variables of the Study

3.12. Statistical Analysis

3.13. Ethical Issues

3.14. Summary

Chapter Three

Methodology and Procedures

3.1. Introduction:

This chapter is devoted to the procedures and methods used by the researcher to determine the population and the sample of the study, as well as the practical procedures used to build and describe the study tools. It also illustrates the types of statistical tests used in this study. Furthermore; it includes a description of the reliability and validity of the study instrument.

3.2. Methodology:

Descriptive statistical analysis was used to achieve the main purpose of the study as well as to answer the research questions.

3.3. Questions of the Study:

The main question of this study is :

- What is the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives at An- Najah National University ?

The above-mentioned question underlies the following sub-questions:

1. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to gender variable?
2. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to faculty variable?
3. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to academic level variable?

3.4. Hypotheses of the Study:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's gender.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's faculty.

3. There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's academic level.

3.5. Population of the Study:

The population of the study consisted of all the second, third, and fourth year students from the English Department in the Faculty of Arts, and the TEFL Department in the Faculty of Education at An-Najah National University during the second semester of the academic year 2013-2014.

The statistical numbers which were taken from the Computer Center at An-Najah National University during the second semester of the academic year 2013-2014 showed that there are 600 English and TEFL male and female majors.

3.6. Sample of the Study:

The study subjects, chosen randomly were 301 students from An-Najah National University: 69 males and 232 females from the English Department in the Faculty of Arts and the TEFL Department in the Faculty of Education. The distribution of the sample was classified according to the independent variables of the study as tables (1-3) below show:

A- Gender Variable:**Table (1): Distribution of the study sample due to Gender Variable**

Gender	Frequency	Percentage
Male	69	22.9
Female	232	77.1
Total	301	100%

B- Faculty Variable:**Table (2): Distribution of the study sample due to the Faculty Variable:**

Faculty	Frequency	Percentage
English Major	201	66.8
TEFL Major	100	33.2
Total	301	100%

C- Academic Level Variable:**Table (3): Distribution of the study sample due to the Academic Level variable**

Academic Level	Frequency	Percentage
Second year	104	34.6
Third year	100	33.2
Fourth year	97	32.2
Total	301	100%

3.7. Instrument of the Study:

The students' perspectives towards the influence of note-taking on academic achievement were investigated through a 42-item questionnaire which was adopted from Carrell, Dunkel & Mollaun (2002), Taghaboni (2012), and Ruby & Ruby (2013). The questionnaire was distributed

amongst female and male English and TEFL Majors at An-Najah University. See appendix (B) pages 112-115, respectively.

The questionnaire consisted of four domains:

- The first domain aimed to reveal the students' understanding of note-taking concept: (17) items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15,16, and 17).
- The second domain explored the students' perspectives on the benefits of note-taking: (6) items (18, 19, 20, 21, 22, and 23).
- The last two domains detected the students' perspectives towards the influence of note-taking on listening comprehension, and writing skills: domain(III) included (7) items (24,25,26,27,28, 29, and 30), while domain(IV) included (12) items(31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, and 42).

The researcher adopted the Likert's five-level scale:

- | | |
|---------------------|-----------|
| • Strongly agree | 5 degrees |
| • Agree | 4 degrees |
| • Neutral | 3 degrees |
| • Disagree | 2 degrees |
| • Strongly disagree | 1 degree |

3.8. Validity of the Instrument:

To ensure that the content of the questionnaire is valid, it was presented to a jury in the field of TEFL at An- Najah National University, and Al-Quds Open University. See appendix (C) page 116.

The jury accepted the terms of the questionnaire in general, but suggested some modifications in the vocabulary such as using “comprehensiveness” instead of “completeness”, “trained at” instead of “taught”, and “realize” instead of “know”. They also proofread the manuscript for mistakes in the mechanics of writing.

Moreover; Dr. Ahmed Awad, the researcher's supervisor, suggested defining the writing skills in domain (IV) by adding the phrase: “Writing techniques used during taking notes”.

3.9. Reliability of the Instrument:

To find out the reliability degree of the questionnaire, the reliability coefficient (Cronbach alpha) was calculated as an indicator of homogeneity to the level of the instrument as a whole.

The following table shows that the ranges of reliability were between (0.80-0.86), and that the total score was (0.90), which is considered to be suitable for the purpose of this study.

Table (4): Alpha Formula of Instrument Reliability

Domain	Reliability coefficient
Students' Background of Note-taking Concept.	0.81
Students' Perspectives towards the Benefits of Note-taking.	0.80
Students' Perspectives Towards the Influence of Note-taking on Listening Comprehension.	0.83
Students' Perspectives Towards the Influence of Note-taking on Writing Skills (Writing techniques used during taking notes).	0.86
Total score	0.90

3.10. Procedure of the Study:

The researcher used the following procedure during the application of this study:

First, after establishing the validity and reliability of the instrument by the experts in the field of TEFL who approved the utility of the instrument for carrying out the study, the researcher studied and adopted the observations and suggestions proposed, and made the amendment, addition and deletion.

Second, permission was taken from the Faculty of Graduate Studies dean, to the Vice President for Academic Affairs which gave the permission to get the needed information and to distribute the questionnaire among the students. See appendix (D) page 117.

Third, the researcher brought the population of the study from the Computer Center at An- Najah National University.

Fourth, the researcher herself distributed the copies of the instrument to the students. In order to obtain more valid and credible results students were given the freedom to complete the questionnaire.

Fifth, the researcher managed to collect almost all the copies. Then, the questionnaire data was statistically treated.

3.11. Variables of the Study:

The study contained the following variables:

1. Independent Variables:

- **Gender Variable** which is divided into two levels: male & female.
- **Faculty Variable** which is divided into two levels: English Major & TEFL Major.
- **Academic Level** which is divided into three levels: Second year, Third year & Fourth year.

2. Dependent variables:

The Influence of Note-Taking Strategy on improving students' academic achievement from English and TEFL Majors' perspectives at An- Najah National University.

3.12. Statistical Analysis:

In order to analyze the data, the researcher used the Statistical Package for Social Science (SPSS) version 17.0. Various statistical tests

and procedures were used including (means, frequencies, standard deviation, independent T-test, and One way ANOVA). A (P-value) of less than or equal to (0.05) was used to test the significance of the study hypotheses.

For data analysis, the researcher used the following percentages:

- (100%- 80%) very high degree of response
- (70%- 79.9%) high degree of response
- (60%- 69.9%) moderate degree of response
- (50%- 59.9%) low degree of response
- (Less than 50%) very low degree of response

3.13. Ethical Issues:

As this study is conducted on human subjects, permission to conduct this study was obtained from the Faculty of Graduate Studies at An-Najah University in order to assure that the ethical issues are taken into consideration. In addition, subjects were informed about the purpose of the study before responding to the questionnaire, and were told that their participation was voluntary, and any information obtained would be confidential and would be used for scientific research purposes only.

3.14. Summary:

In this chapter, the researcher introduced the population of the study, the sample of the study in accordance with the study variables (gender, faculty, and academic level), the research design and the procedures which were used in confirming or rejecting the hypotheses of the study. Additionally, validity and reliability procedures as well as the statistical analysis used in this study were also described.

Chapter Four

Results

4.1. Introduction

4.2. Results Related to the Main Question:

4.2.1. First Domain: Students' Background of Note-taking Concept

4.2.2. Second Domain: Students' Perspectives Towards the Benefits of Note-taking

4.2.3. Third Domain: Students' Perspectives Towards the Influence of Note-taking on Listening Comprehension

4.2.4. Fourth Domain: Students' Perspectives Towards the Influence of Note-taking on Writing Skills (Writing techniques used during taking notes)

4.2.5. Total Score of All Domains

4.3. Results Related to the Sub-Questions:

4.3.1. Results Related to the First Sub-Question

4.3.2. Results Related to the Second Sub-Question

4.3.3. Results Related to the Third Sub-Question

4.4. Summary

Chapter Four

Results

4.1. Introduction:

Chapter four presents the results of the study which are divided into two major parts. The first part is concerned with the results related to the main question of the study. The second part consisted of the results related to the sub-questions and the hypothesis of the study.

This chapter also presents the statistical data that were analyzed by using the (Statistical Package for Social Sciences) SPSS version 17.0. The data were collected from the instrument of the study which is represented by a questionnaire. See appendix (B) pages 112-115, respectively. Additionally, findings and conclusions were drawn according to the outcomes of data analysis.

4.2. Results Related to the Main Question:

This part is devoted to present the results of the main question of the study:

- What is the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives at An- Najah National University?

This question underlies the following sub- questions:

1. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to gender variable?
2. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to faculty variable?
3. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to academic level variable?

To answer the above-mentioned questions, descriptive statistics were computed (mean, standard deviation, and percentages) for each item and their respective domain and the total score of the influence of effective note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives at An-Najah National University as tables (5), (6), (7),(8),(9), and (10) below show. It is worth mentioning that the following percentages had been adopted to interpret the results:

- (100%- 80%) very high degree of response
- (70%- 79.9%) high degree of response

- (60%- 69.9%) moderate degree of response
- 50%- 59.9%) low degree of response
- (Less than 50%) very low degree of response

4.2.1. First Domain: Students' Background of Note-taking Concept:

Table (5): Mean, standard deviation, percentages, the effect degree, and the total score of Students' Background of Note-taking Concept

No.	Statement	Mean	St. Deviation	Percentage	Effect degree
1.	I take notes during lectures and from readings.	4.91	0.30	98.21	very high
2.	I take notes when the teacher writes on the board or overhead.	4.90	0.30	98.07	very high
3.	I take notes only when I realize that the content is not covered in the text book.	1.38	0.64	27.57	very low
4.	I write exactly the same thing as the teacher says.	1.64	1.23	32.76	very low
5.	I write down what the teacher says in my own words.	4.61	0.90	92.29	very high
6.	I can recognize my notes easily.	2.60	1.36	52.03	low
7.	I find it easy to decide what to include in my notes.	1.97	1.27	39.40	very low
8.	I ask others for notes if I am absent.	4.82	0.46	96.40	very high
9.	I compare my notes with classmates' notes for correctness and comprehensiveness	4.50	0.60	90.03	Very high
10.	I use my notes when doing homework.	4.61	0.58	92.23	Very high
11.	I use my notes to review for a test.	4.89	0.44	97.87	very high
12.	My teacher tells me when to take notes.	1.70	0.82	33.95	very low

No.	Statement	Mean	St. Deviation	Percentage	Effect degree
13.	I have been trained at note taking method.	1.10	0.41	21.93	very low
14.	I follow the same note taking technique in all my lessons.	2.27	1.34	45.32	very low
15.	I review my notes before going to class.	4.84	0.63	96.81	very high
16.	I reorganize my notes after class.	4.40	0.99	87.97	very high
17.	I realize the benefits behind taking notes in class.	4.68	0.51	93.69	very high
	Total Score of Students' Background	3.52	0.21	70.40	high

The first domain of the questionnaire was meant to investigate the students' background of note-taking concept (to what extent do students employ note-taking i.e. general behavior) which is pre-requisite for the next domains.

As table (5) above shows, the effect degree was very high on the items (1,2,5,8,9,10,11,15,16,17) , where the percentages of response on these items were between (87.97% - 98.21%). On the other hand, the effect degree was low on item (6) where the percentage of response was (52.03%), while the effect degree was very low on items (3,4,7,12,13,14), where the percentages of response ranged between (21.93% - 45.32%). As for the total effect degree of the students' background of note-taking concept domain, it was high where the percentage of response was (70.40%).

Responses on these items indicated that English and TEFL Major students at An-Najah National University have a very good background on the definition, functions, mechanism, frequency of use, and importance of note-taking as a studying tool. Results also indicated that the students confirm using note-taking to accomplish a variety of goals, such as doing homework and reviewing for tests.

Furthermore; the results of items (1,2) showed that the majority of students (98.21%, and 98.07%) engage in the activity of note-taking during lectures and while reading as well as when the teacher writes on the board or overhead. While the findings of items (12, and13) strongly confirmed

that students have not received training at note-taking. The percentage of this item was (33.95%, and 21.93%). Additionally, results reported that students face difficulties when taking notes including inability to decide what to record and the ambiguity of their notes. This is obvious in the results of items (6, and 7) where the percentage of response was respectively (52.03%, and 33.95%).

4.2.2. Second Domain: Students' Perspectives Towards the Benefits of Note-taking:

Table (6): Mean, standard deviation, percentages, the effect degree, and the total score of Students' Perspectives Towards the Benefits of Note-taking

Rank	No.	Statement	Mean	St. Deviation	%	Effect degree
1	20	Taking notes helps me get better grades.	4.91	0.29	98.27	very high
2	19	Taking notes helps me to understand the lectures	4.89	0.32	97.74	very high
3	22	Taking notes helps me to prepare for tests/quizzes.	4.86	0.35	97.14	very high
4	18	Taking notes makes it easier to remember the lecture information.	4.86	0.35	97.14	very high
5	21	Taking notes helps me to answer test questions.	4.63	0.51	92.62	very high
6	23	Taking notes facilitates sharing information with classmates.	4.52	0.56	90.37	very high
Total Score			4.78	0.29	95.60	very high

The second domain aimed to investigate the students' perspectives towards the benefits of note-taking. It is clear from table (6) above that the total effect degree on items (18) through (23) was very high with the percentages of response on these items ranging between (98.27%- 90.37%). The total score also was very high where the percentage of response was (95.60%).

This means that the majority of students agreed on the usefulness of employing note-taking as a study tool during lectures and from readings. Students confirmed that note-taking helps them to remember and understand lectures, to prepare for tests, and to answer test questions, in addition to providing them with the opportunity to share information with their classmates.

It is worth mentioning here that item (20) received the highest score (98.27%) which indicates that students believe that note-taking is fundamental skill to succeed and perform well on tests. This can be considered as evidence that teaching and using note-taking influence students' academic achievement positively i.e. note-taking helps to improve academic achievement.

4.2.3. Third Domain: Students' Perspectives Towards the Influence of Note-taking on Listening Comprehension:

Table (7): Mean, standard deviation, percentages, the effect degree, and the total score of Students' Perspectives Towards the Influence of Note-taking on Listening Comprehension.

Rank	No.	Statement	Mean	St. Deviation	%	Effect degree
1	24	Taking notes helps me listen carefully during lectures.	4.89	0.31	97.87	very high
2	27	Taking notes helps me to capture important facts, numbers, and names that would be difficult to remember without my notes.	4.89	0.32	97.74	very high
3	25	Taking notes makes me pay attention to the speaker's estures, and tone of voice, when deciding what to write in my notes.	4.78	0.47	95.68	very high
4	26	Taking notes enables me to categorize different ideas from each other.	4.62	0.60	92.36	very high
5	30	Taking notes helps me to build connections between ideas and concepts.	4.29	0.78	85.78	very high
6	29	Taking notes effectively requires slow motion, pausing, cueing and repetition from the teacher.	4.18	0.96	83.59	very high
7	28	Taking notes can hinder attention.	1.44	0.76	28.70	very low
Total Score			4.16	0.31	83.20	very high

Table (7) above shows that the effect degree was very high on items (24, 25, 26, 27, 29, 30) with the percentages of response on these items ranging between (97.87%- 83.59%). The total percentage of response for this domain was (83.20%) with a very high effect.

This means that students believe that note-taking influences their listening comprehension positively through helping them to pay attention and listen carefully during lectures, to associate ideas, and to capture the important information like names, numbers,....etc.

On the other hand, the effect degree for item (28) was very low with a percentage of response (28.70) which reported the students' belief that note-taking forces them to pay attention to what is being listened to which confirms the results of items (24, and 25) above. From the very high effect degree of item (29), it is concluded that the pace at which teachers speak influences students' listening comprehension when taking notes, as the majority of students agreed that they need slow motion and repetition from their teachers to take notes effectively. The percentage of this item was (83.59%).

The purpose of the next domain was to shed the light on how note-taking might influence the students' writing skills by investigating the writing techniques students employ when taking notes.

4.2.4. Fourth Domain: Students' Perspectives Towards the Influence of Note-taking on Writing Skills(Writing techniques used during taking notes):

Table (8): Mean, standard deviation, percentages, the effect degree, and the total score of Students' Perspectives Towards the Influence of Note-taking on Writing Skills (Writing techniques used during taking notes).

Rank	No.	Statement	Mean	St. Deviation	%	Degree effect
1	39	I use ways to highlight particularly important information(e.g., circles, underlining)	4.83	0.38	96.54	very high
2	38	I use numbering, lists, arrows,.....etc.	4.80	0.41	95.95	very high
3	31	I use special symbols and abbreviations for some words.	4.79	0.42	95.75	very high
4	37	I use content words (nouns, verbs, adjectives, adverbs)and omit function words (prepositions, pronouns, determiners, conjunctions).	4.69	0.56	93.89	very high
5	32	I use questioning to clarify ideas.	4.59	0.75	91.73	Very high
6	35	I use diagrams or pictures.	4.58	0.54	91.69	very high
7	34	I organize my notes visually on the page.	4.42	0.74	88.31	very high
8	40	I separate different ideas from each other	4.40	0.77	88.04	very high
9	36	I outline my notes.	4.25	0.95	84.98	very high

Rank	No.	Statement	Mean	St. Deviation	%	Degree effect
10	42	I write fast enough to keep up with the teacher	4.06	1.09	81.20	very high
11	41	I use neat handwriting	3.19	1.39	63.85	moderate
12	33	I write complete sentences.	1.57	1.12	31.43	very low
Total Score			4.18	0.41	83.60	very high

It is clear from table (8) above that note-taking influences students writing skills. The effect degree on items (31, 32, 34, 35, 36, 37, 38, 39, 40, 42) was very high with the percentages of response between (81.20%-96.54%). While item (41) scored a moderate effect degree, the percentage of this item was (63.85%), item (33) scored the lowest effect degree. The percentage of this item was (31.43%). As for the total percentage of response for this domain, it was (83.60) with a very high effect.

These results indicated that students employ certain writing techniques when taking notes such as the use of abbreviations, symbols, diagrams, pictures, numbering,...etc. Moreover; it appeared that the use of ways to highlight the important information like circles are frequently used by students. Additionally, the majority of students thought that the use of complete sentences is not suitable, but instead they tend to use content words like nouns and omit function words like prepositions.

Furthermore; the majority of students agreed that when taking notes they write faster in order to keep up with the teacher. This is indicated by the very high effect degree of item (42). The percentage of response on this item was (81.20%).

4.2.5. Total Score of All Domains:

Table (9): Mean, standard deviation, percentages, the effect degree, and the total score of the Influence of Note-Taking Strategy on Improving Students' Academic Achievement from English and TEFL Majors' Perspectives at An-Najah University

Rank	Domain	Mean	St. Deviation	%	Effect degree
1	Domain(II) Students' perspectives towards note-taking benefits	4.78	0.29	95.55	very high
2	Domain (IV) Students' perspectives towards the influence of note-taking on writing skills (Writing techniques used during taking notes).	4.18	0.41	83.61	very high
3	Domain (III) Students' perspectives towards the influence of note-taking on listening comprehension.	4.16	0.31	83.10	very high
4	Domain (I) Students' background of note-taking Concept	3.52	0.21	70.38	high
Total Score		4.16	0.17	83.20	very high

Table (9) shows that the effect degree of the second, third, and fourth domains was very high where the percentage of responses of these domains were respectively (95.55%, 83.10%, and 83.61%). On the other hand, the first domain scored high effect degree with a percentage of response reaching (70.38%).

Additionally, the second domain scored the highest effect degree where the percentage of response was (95.55%) which confirms that note-taking is beneficial for students in several ways that results in improving their academic achievement.

The total percentage of response for all the domains was (83.20%) with a very high effect which indicates that note-taking leads to improve students' academic achievement through its positive influence on other skills and abilities like listening comprehension, writing skills, and the retention and recall of the material.

4.3. Results Related to the Sub-Questions:

This part is devoted to present the results of the sub-questions through testing the validity of the hypotheses for these questions.

1. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to gender variable?
2. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to faculty variable?

3. Are there any significant differences in the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives, at An-Najah National University, due to academic level variable?

4.3.1. Results Related to the First Sub-Question:

The hypothesis for the first sub-question states that: "There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's gender."

To answer the first sub-question, the Independent T-test was computed to find out the significant differences in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's gender as table (10) below shows.

Table (10): The Independent T-test for the different averages due to the gender

Gender	Male No=39		Female No=232		T-test	Sig.
	Mean	St. Deviation	Mean	St. Deviation		
Domain						
Domain (I) Students' background of note-taking Concept.	3.61	0.18	3.49	0.22	4.18	0.000*
Domain (II) Students' perspectives towards the benefits of note-taking.	4.75	0.29	4.79	0.29	0.94	0.35
Domain (III) Students' perspectives towards the influence of note-taking on listening comprehension.	4.11	0.31	4.17	0.31	1.53	0.13
Domain (IV) Students' perspectives towards the influence of note-taking on writing skills(Writing techniques) used during taking notes.	3.99	0.38	4.24	0.41	4.53	0.000*
Total score	3.96	0.16	4.00	0.17	1.72	0.09

*Statistically significant at ($\alpha \leq 0.05$).

Table (10) shows that there are no statistically significant differences at the level ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the students' gender in the second, and third domains (benefits of note-taking, and influence of note-taking on listening comprehension). Then; the null hypothesis in these domains is valid.

On the other hand; there are statistically significant differences at the level ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the students' gender in the first, and fourth domains (Background of note-taking concept, and influence of note-taking on writing skills). This means that the null hypothesis is not valid in these domains. Moreover; the differences are in favor of males to females in the first domain, but are in favor of females to males in the fourth domain.

This means that the gender of the student doesn't have any effect in his/her perspective towards note-taking benefits and its influence on listening comprehension, but it has effect on the student's perspective towards note-taking concept and its influence on writing skills.

4.3.2. Results Related to the Second Sub-Question:

The hypothesis for the second sub-question states that: "There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-

taking strategy on improving student's academic achievement from the students' perspectives due to the student's faculty."

To answer this question, the Independent T-test was computed to find out the significant differences in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's faculty as table (11) below shows.

Table (11): The Independent T-test for the different averages due to the faculty

Faculty Domain	English major No=201		TEFL Major No=100		T-test	Sig.
	Mean	St. Deviation	Mean	St. Deviation		
Domain (I) Students' background of note- taking Concept	3.46	0.16	3.65	0.25	8.12	0.000*
Domain (II) Students' perspectives towards benefits of note- taking	4.85	0.23	4.63	0.35	6.51	0.000*
Domain (III) Students' perspectives towards the influence of note- taking on listening comprehension.	4.28	0.16	3.90	0.36	12.73	0.000*
Domain (IV) Students' perspectives towards the influence of note- taking on writing skills (Writing techniques) used during taking notes.	4.38	0.28	3.79	0.36	15.54	0.000*
Total score	4.06	0.11	3.87	0.19	10.64	0.000*

*Statistically significant at ($\alpha \leq 0.05$).

Table (11) shows that there are statistically significant differences at the level ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's faculty in all domains. This means that the student's faculty has an effect on the his/ her perspective towards note-taking concept, benefits, and influence on listening comprehension as well as writing skills. Then; the null hypothesis for the second sub-question is not valid.

Additionally, the differences are in favor of TEFL Majors to English Majors in the first domain, but are in favor of English Majors to TEFL Majors in the second & third & fourth domains.

4.3.3. Results Related to the Third Sub-Question:

The hypothesis for the third sub-question states that: "There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's academic level."

To answer this question, One-way ANOVA between subjects was computed to compare the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's academic level (first, second, and third year) as table (12) below shows.

Table (12): One-way ANOVA between subjects for the Influence of Note-taking Strategy on Improving Student's Academic Achievement from the Students' Perspectives due to the Student's Academic Level

Domain	Source of variation	DF	Sum of Squares	Mean Square	F	Sig.
Domain (I) Students' background of note-taking concept	Between groups	2	0.069	0.035	0.76	0.47
	Within groups	298	13.530	0.045		
	Total	300	13.599			
Domain (II) Benefits of note-taking	Between groups	2	0.131	0.066	0.79	0.46
	Within groups	298	24.900	0.084		
	Total	300	25.031			
Domain (III) Influence of note-taking on listening comprehension	Between groups	2	0.085	0.043	0.45	0.64
	Within groups	298	28.277	0.095		
	Total	300	28.362			
Domain(IV) Influence of note-taking on writing skills	Between groups	2	0.243	0.122	0.71	0.49
	Within groups	298	50.920	0.171		
	Total	300	51.164			
Total Score	Between groups	2	0.006	0.003	0.12	0.89
	Within groups	298	8.292	0.028		
	Total	300	8.298			

*Statistically significant at ($\alpha \leq 0.05$).

Results in table (12) show that there are no statistically significant differences at the level ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the students' academic level since the P-value for the four domains and the total score was respectively (0.76, 0.79, 0.45, 0.71, 0.12) which is less than the tabular value (3.89).

This means that the academic level of the student doesn't have any effect in his/her perspective towards the influence of note-taking strategy on improving student's academic achievement. Hence; these results provide evidence to accept the third hypothesis.

4.4. Summary:

The researcher in this chapter presented the results of the statistical analysis of the study questions and hypotheses. These results had been displayed in two parts:

The first part dealt with the descriptive analysis of the influence of effective note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives at An-Najah National University in four study domains.

The second part was devoted to test the validity of the study hypotheses, and to discuss the role of the variables of (gender, faculty, and academic level) in the perception of English and TEFL Majors at An-Najah National University towards the influence of note-taking strategy on improving students' academic achievement.

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1. Introduction

5.2. Discussion of the Study Results

5.2.1. Discussion of the Results of the Main Question:

A- First Domain: Students' Background of Note-taking Concept

B- Second Domain: Students' Perspectives Towards the Benefits of Note-taking

C- Third Domain: Students' Perspectives Towards the Influence of Note-taking on Listening Comprehension

D- Fourth Domain: Students' Perspectives Towards the Influence of Note-taking on Writing Skills(Writing techniques used during taking notes)

E- Total Score of All Domains

5.3. Discussion of the Results of the Sub-Questions

5.4. Conclusion

5.5. Recommendations

Chapter Five

Discussion of the Results, Conclusion, and Recommendations

5.1. Introduction:

This chapter is divided into three parts. The first part discusses the results of the study questions and hypothesis respectively in the light of the study variables (gender, faculty, academic level). The second part presents the conclusions. Finally, the third part provides the recommendations that are drawn in the light of the study results.

5.2. Discussion of the Study Results:

5.2.1. Discussion of the Results of the Main Question:

- What is the influence of note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives at An-Najah National University?

After analyzing the data, and computing the mean, standard deviation, and percentages for each item and their respective domain and the total score of the influence of effective note-taking strategy on improving students' academic achievement from English and TEFL Majors' perspectives at An-Najah National University, see tables (5, 6, 7, 8, 9, and 10) chapter four above, results showed the following :

A- First Domain: Students' Background of Note-taking Concept:

The findings of items (1) through (17) in table (5) showed that English and TEFL Majors at An-Najah National University have an acceptable background of note-taking concepts. The total average for the first domain which investigated the students' understanding of note-taking concepts, was (70.40%) with high effect.

The researcher believes that the reason behind that is the growing trends towards student-centered instruction which aims to create active and self-dependent learners which in turn leads to the employment of self-dependent study strategies like note-taking to achieve a variety of goals or functions including doing homework and reviewing for tests.

In response to items (1, and 2) which received a very high effect degree, the majority of students (98.21%, and 98.07%) reported using note-taking during lectures and while reading as well as when the teacher writes on the board or overhead. These findings agree with Williams & Eggert (2002), Brazeau (2006), and Castello and Monereo (2005) who found that note-taking remains a common and important practice for students both in the classroom and while reading texts. The findings of these items also agree with Kiewra et al. (1991) who reported that about 98% of college students engage in some form of note-taking during lectures.

The results of items (4, and 5) disagree with Williams & Eggert (2002) who found that students often record the instructor's exact words,

but agree with Piolat (2001) who found that note takers must format the recorded information in ways that differ from the source material. The effect degree on item (4) was very low while on item (5) was very high. Students reported that they write down what the teacher says in their own words.

On the other hand, the findings of items (12, and 13) strongly confirmed that students have not received any training at note-taking or are told when to take notes. The effect degree on these items was very low with the percentage of response on them respectively was (33.95%-21.93%). These findings agree with Norwalk et al. (2009), Kiewra (2002), Piolat & Boch (2004), and Brazeau (2006).

Additionally, the results reported that students face difficulties when taking notes including inability to decide what to record and the ambiguity of their notes. This is obvious in the results of items (6, and 7) where the percentage of response was respectively (52.03%, and 33.95%). The researcher believes that this is due to the lack of note-taking training as the findings of items (12, and 13) showed.

This agrees with Williams & Eggert (2002) who found that students who do poorly on academic tasks often have difficulty judging the importance of lecture content as a result of failing to decide what to record. Ferris and Tagg (1996, cited in Hayati & Jalilifar, 2009) also found that the lack of note-taking skills and the problems with note-taking as well as listening comprehension are reported by students as troublesome areas.

While Piolat (2001) stressed that good note takers must be able to select which information to record.

The results of item (16) are supported by Kiewra et al. (1991), Kiewra et al. (1988), Kiewra (1989), and Bligh (2000) who found that the review of notes results in higher achievement on various performance tests. They also found that review helps learners to consolidate noted information, reconstruct previous unrecorded lecture points, prevent the natural process of forgetting, or relearn forgotten information.

As long as review is concerned, the results of item (16) also agree with Williams & Eggert (2002) who found that one of the major aims behind taking notes is to have a hard copy of the lecture ideas that can be reviewed later. They also found that review should begin after each class, but it is often delayed until an examination time.

Bohay et al. (2011) found that reviewing notes provides a second chance to study the material which in turn improves the memory performance. They also stressed that review provides another opportunity for deeper processing and elaboration.

Finally, the results of item (17) agree with Castello & Monereo (1998) who found that note takers need to be able to identify when and why they take notes (benefits and functions) in order to ensure better performance. The effect degree on this item was very high where the percentage of response was (93.69%).

B- Second Domain: Students' Perspectives Towards the Benefits of Note-taking:

The findings of items (18) through (23) in table (6) showed that there is a positive perspective towards benefits of note-taking. The total percentage of response was (95.60%) with very high effect. It is worth mentioning here that item (20) received the highest score (98.27%) which indicated that students believe that note-taking is fundamental skill to succeed and perform well on tests.

Additionally, the results indicated that the majority of students agreed on the usefulness of employing note-taking as a study tool during lectures and from readings. Students confirmed that note-taking helps them to remember and understand lectures, to prepare for tests, to get better grades, and to answer test questions, in addition to providing them with the opportunity to share information with their classmates.

These results agree with Bligh (2000), Kiewra et al. (1991), and Bohay et al. (2011) who found that students recall and understand more lecture material if they record it in their notes than the students who do not take notes and consequently perform better on tests.

Concerning the influence of note-taking on recall, Piolat, Olive & Kellog (2005); and Williams & Eggert (2002) also found that students learn and memorize the material during note-taking, particularly when they are engaged in deep comprehension.

Van Meter et al. (1994) found that while listening to lectures, most of university and college students take notes to increase their understanding of the lecture content and to help them retain this content later in their memory.

On the other hand, these results disagree with Kobayashi (2005), and Peeverly et al. (2007), Stefanou et al. (2008) who found evidence that note-taking may be of limited benefit and, in some cases, may negatively affect performance. Peeverly et al. (2007) argued that the act of note-taking creates a multiple task situation, including memory, comprehension, and writing quickly.

C- Third Domain: Students' Perspectives Towards the Influence of Note-taking on Listening Comprehension:

It is clear from table (7) that there is a positive perspective towards the influence of note-taking on listening comprehension skills as the total percentage of response was (83.20%) with a very high effect.

In response to items (24) through (30), students confirmed that note-taking while listening forces them to listen carefully, and pay attention to what is being said. Additionally, students agreed that note-taking helps them to capture important facts, to categorize and build connections between different ideas.

This is in harmony with Van Meter et al. (1994) suggestion, taking notes while listening to lectures helps to increase the students' attention to

the lecture, their understanding of the lecture content, and their ability to see connections between ideas. LeBauer (2000) stressed that the most notable advantage of taking notes for EFL students is the ability to capture unfamiliar names, terms and ideas in a text to memorize and comprehend.

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

This also goes in the line with Borich (2004), and Kamath & Ramnarayan (2010) who found that the students are more receptive and alert to what they hear or see if they take down notes. Borich (2004) stressed that the amount of notes approximates the attention of the students in lectures.

Additionally, Slotte and Lonka (1999), Carrell, Dunkel and Mollaun (2004), Castello and Monereo (2005), Brazeau (2006), and Huang (2006) emphasized that note-taking facilitates listening comprehension by relating the presented information to previously acquired knowledge and to personal knowledge.

However; Carrell (2007) noticed that the effects of note-taking on listening comprehension are double-edged. She emphasized that when testing L2 listening comprehension, one should be aware of the additional

cognitive load that may be placed on second language examinees. Peverly et al. (2007) agreed that EFL students suffer shorter short-term memories in English and experience more difficulties comprehending what they hear.

Stefanou, Hoffman, & Vielee (2008) found that when note-taking is used as a mechanical strategy for copying verbal information, it may interfere with the attention necessary for integrating knowledge. These results disagree with the results of items (25, and 28) where students confirmed that note-taking don't hinder attention.

According to the results of item (29), to overcome these difficulties, the majority of students agreed that teachers should employ methods like pausing, cueing and repetition to help them take notes. The percentage of response on this item was (83.59%) with very high effect. This goes in harmony with Bonwell & Eison (1991), DeZure, Kaplan& Deerman (2001), Kiewra (1989), and Bligh (2000).

D- Fourth Domain: Students' Perspectives Towards the Influence of Note-taking on Writing Skills (Writing techniques used during taking notes):

The findings of items (31) through (42) in table (8) showed nine writing techniques that students employ when taking notes:

- Highlighting of important information (e.g., using circles, underlining).
- Using numbers, lists, arrows,etc.

- Using special symbols and abbreviations for some words.
- Using content words (nouns, verbs, adjectives, adverbs) and omitting function words (words like of, to, the).
- Using questioning to clarify ideas.
- Using diagrams or pictures.
- Organizing notes visually on the page.
- Separating different ideas.
- Outlining notes.

The total percentage of response for this domain was (83.60) with a very high effect. The researcher attributes the employment of these techniques to the need to write faster in order to keep up with the teacher. This is indicated by the very high effect degree of item (42) where the percentage of response on this item was (81.20%).

These results are supported by Branca-Rosoff (1998), Kiewra & Benton (1988), Barbier et al. (2003), Slotte & Lonka (2001), Piolat & Boch (2004), Van Meter et al. (1994), Piolat (2001), Williams & Eggert (2002), Bretzing et al. (1987), Boch and Piolat (2005), Carrell (2007), and Baddeley (1996) .

It is worth mentioning here that item (39) received the highest score (96.54%) which indicated that highlighting of important information(e.g.,

using circles, underlining) is the most frequently used and preferred technique among students. This finding is supported by Carrell (2007) who found that students make little use of lists, but try to signal important information by underlining particular words or using circles or boxes around these words.

On the other hand, item (33) scored the lowest effect degree where the percentage of response was (31.43%). This goes in the line with Piolat (2001) who stressed that students must employ abbreviating operations, syntactical short-cuts, paraphrasing statements, and often a physical formatting of the notes that differs from the linear text of written source material. Bretzing et al. (1987) also emphasized the necessity to shorten and reduce information.

Kiewra et al. (1991) stressed that although notes tend to be generally incomplete (reproducing about 40% of lecture content), they account for exam performance better than wider-scope predictors such as verbal ability and GPA i.e. Grade Point Average.

E-Total Score of All Domains:

As table (9) shows, the total score of all the four domains was (83.20%) with a very high effect. This indicated that there is a positive perspective towards the influence of note-taking strategy on improving the student's academic achievement.

The results also indicated that the rank order of the domains was as follows: Students' perspectives towards the benefits of note-taking, Students' perspectives towards the influence of note-taking on writing skills (Writing techniques used during taking notes), Students' perspectives towards the influence of note-taking on listening comprehension, and Students' background of note-taking Concept. The researcher attributes this to personal feelings and attitudes.

The researcher believes that the positive influence of note-taking on students' ability to recall and understand the material, on their listening comprehension skills, and on their writing skills is a clear indicator of its positive influence on students' academic achievement i.e. the influence of note-taking on improving academic achievement is the result of its influence on other skills and abilities.

These results agree with Kiewra et al. (1995), Slotte and Lonka (1999), Liu (2001), Arslan (2002), Carrell, Dunkel and Mollaun (2004), Castello and Monereo (2005), Brazeau (2006), Huang (2006), Peverly et al. (2007), Makany, Kemp & Dror (2009), Hayati & Jalilifar (2009), Olmos and Lusung-Oyzon (2010), Haghverdi, Biria and Karimi (2010), Abraham, Kamath & Ramnarayan (2010), Rahmani and Sadeghi (2011), Bohay et al. (2011), and Schoen (2012).

However; few studies found no or little significant effect of note-taking on students' achievement, among these are Hale and Courtney (1994), Gee (2011), and Morrow (2012).

5.3. Discussion of the Results of the Sub-Questions:

The main question of this study underlies three sub-questions. For each question a hypothesis has been formulated:

The first hypothesis states that: "There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's gender."

After data analysis, it was found that there are no significant differences at the level ($\alpha \leq 0.05$) in the students' perspectives due to the students' gender in the second and third domains.

While the results revealed that there are significant differences at the level ($\alpha \leq 0.05$) in the students' perspectives due to the students' gender in the first, and fourth domains in favor of males in the first domain, but in favor of females in the fourth domain.

These results suggested that both male and female students believe that note-taking is beneficial to their academic achievement, and strongly influences their listening comprehension since it forces them to pay more attention during lectures.

On the other hand, these results revealed that male students have more understanding of note-taking concepts than female students, while female students really do see an influence of note-taking on their writing

skills more than male students. The researcher attributes this to personal feelings attitudes, and experiences.

The data analysis of the second hypothesis, "There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's faculty", showed that there are statistically significant differences at the level ($\alpha \leq 0.05$) in the students' perspectives due to the student's faculty in favor of TEFL Majors in the first domain, but in favor of English Majors in the rest of domains.

This means that the student's faculty influences his/ her perspective towards the influence of note-taking strategy on improving the student's academic achievement. The researcher attributes this to the differences in the frequency of using note-taking among English and TEFL Majors due to the nature of the materials, the methods of teaching, and the need to take notes.

The data analysis of the third hypothesis, "There are no statistically significant differences at ($\alpha \leq 0.05$) in the influence of note-taking strategy on improving student's academic achievement from the students' perspectives due to the student's academic level", showed that there are no statistically significant differences at the level ($\alpha \leq 0.05$) in the students' perspectives due to the student's academic level. The researcher attributes this to the prevalence of taking notes as a study tool among students from different academic levels.

5.4. Conclusions:

Based on the findings of the study, the researcher arrived at the following conclusions:

1. Students do believe in the positive influence of note-taking strategy on their academic achievement.
2. The student's gender does not affect his/her perspective towards note-taking benefits and its influence on listening comprehension, but affects his/her perspective towards note-taking concept and its influence on writing skills, in favor of males in the former, but in favor of females in the latter.
3. The student's faculty affects his/her perspective towards the influence of note-taking strategy on improving student's academic achievement in favor of TEFL Majors in the first domain, but in favor of English Majors in the rest of domains.
4. The student's academic level does not affect his/her perspective towards the influence of note-taking strategy on improving student's academic achievement.

5.5. Recommendations:

Based on the findings of the study, the researcher recommended the following:

First: For the Teachers:

Teachers are advised to:

1. Train their students at the various note-taking techniques to enhance the students speed and promote their level of comprehension.
2. Employ methods and techniques that facilitate their students' note-taking such as inserting brief pauses during lectures, sharing their lecture notes with students, and videotaping their lectures.
3. Be aware of the recent efforts being conducted in the field of note-taking and to take advantage of the results of these studies by adopting them in their classrooms in the ways that suit the needs of their students.

Second: For the Ministry of Education:

1. The Ministry of Education, and curricula developers are advised to include note-taking teaching in their syllabuses.
2. The Ministry of Education is advised to provide teachers with printed training materials which display techniques and teaching strategies used in teaching note-taking skill.

Third: Recommendations for Further Studies:

Researchers are recommended to:

1. Conduct similar studies for other academic levels and in other areas and environments.
2. Conduct studies on note-taking difficulties and how to deal with them.
3. Conduct studies on the implications of electronic note-taking.
4. Conduct studies on how to teach different note-taking techniques.

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Appendices

Appendix A

The following letter was sent to the validation committee members. The researcher requested them to check the suitability of the questionnaire that was employed to collect the necessary data.



An-Najah National University

Faculty of Graduate Studies

Methods of Teaching Department

February, 5, 2014

Dear sir,

Greetings!

The researcher is currently conducting a study entitled "The influence of Note Taking Strategy on Improving Students' Academic Achievement from English and TEFL Majors' Perspectives at An-Najah National University" as a partial fulfillment of the requirements for the Degree of Master in English Methodology at An-Najah National University.

A questionnaire will be employed to collect the necessary information for accomplishing the above- mentioned study.

In this regard, the researcher would like to ask for your assistance for the validation of the attached questionnaire.

Thank you very much for your cooperation.

Noted by:

Dr. Ahmed Awad

Thesis Supervisor

Yours Sincerely,

Bayan Al-Ashkar

The researcher

Appendix B

Questionnaire

Dear Students,

The following questionnaire has been developed to collect the necessary information for accomplishing a study entitled " The Influence of Note-Taking Strategy on Improving Students' Academic Achievement from English and TEFL Majors' Perspectives at An- Najah University."

This questionnaire consists of two parts: part one contains personal information: gender, faculty, and academic level. While part two contains the whole items of the questionnaire.

The researcher would be grateful if you answered the parts appropriately in the space provided. Your answers will be kept strictly confidential and the given information will be used for research purposes. The questionnaire was adopted from Carrell, Dunkel& Mollaun(2002), Taghaboni (2012), and Ruby& Ruby (2013).

Thank you for your cooperation,

The researcher:

Bayan Al-Ashkar

- **Part (I): Personal Information.**

Please put the mark (x) in the place that suits your case:

1. Gender: a- Male () b- Female ()

2. Faculty:

a- English Major () b- TEFL Major ()

3. Academic Level:

a- Second year () b- Third year () c- Fourth year ()

- **Part (II):**

This part consists of all items of the questionnaire, which are classified into 4 domains. Domain (I): Students' Background of Note-taking Concept. Domain (II): Students' Perspectives Towards the Benefits of Note-taking, Domain (III): Students' Perspectives Towards the Influence of Note-taking on Listening Comprehension, and Domain (IV): Students'

Perspectives Towards the Influence of Note-taking on Writing Skills
(writing techniques used during taking notes).

Domain (I): Students' Background of Note-taking Concept.

Please answer the following items by putting (X) in the box that best expresses your perspectives:

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	I take notes during lectures and from readings.					
2.	I take notes when the teacher writes on the board or overhead.					
3.	I take notes only when I realize that the content is not covered in the textbook.					
4.	I write exactly the same thing as the teacher says.					
5.	I write down what the teacher says in my own words.					
6.	I can recognize my notes easily.					
7.	I find it easy to decide what to include in my notes.					
8.	I ask others for notes if I am absent.					
9.	I compare my notes with classmates' notes for correctness and comprehensiveness.					
10.	I use my notes when doing homework.					
11.	I use my notes to review for a test.					
12.	My teacher tells me when to take notes.					
13.	I have been trained at a note taking method.					
14.	I follow the same note taking technique in all my classes.					
15.	I review my notes before going to class.					
16.	I reorganize my notes after class.					
17.	I realize the benefits behind taking notes in class.					

Domain (II): Students' Perspectives Towards the Benefits of Note-taking.

Please answer the following items by putting (X) in the box that best expresses your perspectives:

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
18.	Taking notes makes it easier to remember the lecture information.					
19.	Taking notes helps me to understand the lectures.					
20.	Taking notes helps me get better grades.					
21.	Taking notes helps me to answer test questions.					
22.	Taking notes helps me to prepare for tests/quizzes.					
23.	Taking notes facilitates sharing information with classmates.					

Domain (III): Students' Perspectives Towards the Influence of Note-taking on Listening Comprehension.

Please answer the following items by putting (X) in the box that best expresses your perspectives:

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
24.	Taking notes helps me listen carefully during lectures.					
25.	Taking notes makes me pay attention to the speaker's gestures, and tone of voice when deciding what to write in my notes.					
26.	Taking notes enables me to categorize different ideas from each other.					
27.	Taking notes helps me to capture important facts, numbers, and names that will be difficult to remember without my notes.					
28.	Taking notes can hinder attention.					
29.	Taking notes effectively requires slow motion, pausing, cueing, and repetition from the teacher.					
30.	Taking notes helps me to build connections between ideas and concepts.					

Domain (IV): Students' Perspectives Towards the Influence of Note-taking on Writing Skills (Writing techniques used during taking notes).

Please answer the following items by putting (X) in the box that best expresses your perspectives:

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
31.	I use special symbols and abbreviations for some words.					
32.	I use questioning to clarify ideas.					
33.	I write complete sentences.					
34.	I organize my notes visually on the page.					
35.	I use diagrams or pictures.					
36.	I outline my notes.					
37.	I use content words (nouns, verbs, adjectives, adverbs) and omit function words (repositions, pronouns, determiners, conjunction).					
38.	I use numbering, lists, arrows,etc.					
39.	I use ways to highlight particularly important information (e.g., circles, underlining).					
40.	I separate different ideas from each other.					
41.	I use neat handwriting.					
42.	I can write fast enough to keep up with the teacher.					

Thanks

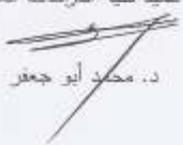
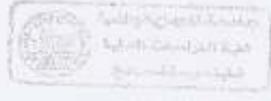
Appendix C**The Validation Committee for the Questionnaire**

1. Dr. Ahmed Awad	An-Najah National University
2. Dr. Ziyad Al-Taneh	Al- Quds Open University
3. Dr. Odeh Odeh	An-Najah National University
4. Dr. Fayez Aqel	An-Najah National University
5. Dr. Thabet Badran	Al- Quds Open University
6. Dr. Mahmoud Al-Araj	Al- Quds Open University
7. Mr. Sameer Al-Taneh	Al- Quds Open University

Appendix D

Permission of the Faculty of Graduate Studies' Dean

An-Najah National University

<p>An-Najah National University Faculty of Graduate Studies Dean's Office</p>		<p>جامعة النجاح الوطنية كلية الدراسات العليا مكتب العميد</p>
<p>التاريخ : 2014/3/20م</p>		
<p>السيد أ.د. نائب رئيس الجامعة الاكاديمي المحترم</p>		
<p>تحية طيبة وبعد ،</p>		
<p>الموضوع : تسهيل مهمة الطالبة/ بيان عز الدين احمد الاشقر ، رقم تسجيل (11155377) تخصص ماجستير اساليب تدريس لغة انجليزية</p>		
<p>تحية طيبة وبعد،</p>		
<p>الطالبة / بيان عز الدين احمد الاشقر ، رقم تسجيل 11155377، تخصص ماجستير اساليب تدريس لغة انجليزية، في كلية الدراسات العليا وهي بصدد إعداد الأطروحة الخاصة بها بعنوان: (أثر استراتيجية تدوين الملاحظات على تحسن الجاز الطلاب الاكاديمي من وجهة نظر طلاب اللغة الانجليزية وطلاب اساليب اللغة الانجليزية في جامعة النجاح الوطنية)</p>		
<p>يرجى من حضرتكم تسهيل مهمتها في جمع معلومات وتوزيع استبيان على طلبة جامعة النجاح الوطنية ، لعل مشروع البحث.</p>		
<p>مع وافر الاحترام ،،،</p>		
<p>عميد كلية الدراسات العليا  د. محمد أبو جعفر</p>		
<p>للمطابق، نابلس، ص ب 7-707 هاتف: 2345115، 2345114، 2345113 (09) 972 * فاكس: 2342907 (09) 972 Nablus, P. O. Box (7) *Tel. 972 9 2345113, 2345114, 2345115 هاتف داخلي (5) 3200 * Facsimile 972 92342907 * www.najah.edu - email fgs@najah.edu</p>		

جامعة النجاح الوطنية

كلية الدراسات العليا

أثر إستراتيجية تدوين الملاحظات على تحسن انجاز الطلاب
الأكاديمي من وجهة نظر طلاب اللغة الانجليزية وطلاب أساليب
اللغة الانجليزية في جامعة النجاح الوطنية

إعداد

بيان عز الدين الأشقر

إشراف

د . أحمد عوض

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الماجستير في أساليب تدريس
اللغة الإنجليزية بكلية الدراسات العليا في جامعة النجاح الوطنية في نابلس، فلسطين.

2014

ب

أثر إستراتيجية تدوين الملاحظات على تحسن انجاز الطلاب

الأكاديمي من وجهة نظر طلاب اللغة الانجليزية وطلاب

أساليب اللغة الانجليزية في جامعة النجاح الوطنية

إعداد

بيان عز الدين الأشقر

إشراف

د. أحمد عوض

الملخص

هدفت هذه الدراسة إلى التعرف على أثر إستراتيجية تدوين الملاحظات على تحسن انجاز الطلاب الأكاديمي من وجهة نظر طلاب اللغة الانجليزية وطلاب أساليب اللغة الانجليزية في جامعة النجاح الوطنية. وتناولت الدراسة أثر المتغيرات التالية: (الجنس، التخصص، والمستوى الأكاديمي) على وجهة نظر الطلاب.

لتحقيق أهداف الدراسة، أعدت الباحثة استبيان مكون من 42 فقرة واشتملت الاستبانة على 4 مجالات رئيسية: خلفية الطلاب بمفهوم تدوين الملاحظات، فوائد تدوين الملاحظات، أثر تدوين الملاحظات على مهارة الاستماع، و اثر مهارة تدوين الملاحظات على مهارة الكتابة.

قامت الباحثة بتوزيع الاستبانة على عينة عشوائية من طلاب اللغة الانجليزية وطلاب أساليب اللغة الانجليزية في جامعة النجاح الوطنية. يتألف مجتمع الدراسة من (600) طالب وطالبة. تكونت عينة الدراسة من (301) طالب وطالبة. وقد تم استخدام التحليل الإحصائي الوصفي لتحليل البيانات التي تم جمعها.

وقد أظهرت نتائج الدراسة أن هنالك أثر إيجابي لإستراتيجية تدوين الملاحظات على تحسن انجاز الطلاب الأكاديمي. وبينت الدراسة أن هناك فروق ذات دلالة إحصائية عند مستوى $(\alpha \leq 0.05)$ تعزى لمتغير الجنس في المجال الأول لصالح الذكور والمجال الرابع لصالح الإناث. كما أظهرت الدراسة أن هناك فروق ذات دلالة إحصائية عند مستوى $(\alpha \leq 0.05)$

تعزى لمتغير التخصص لصالح طلاب أساليب اللغة الانجليزية في المجال الأول، ولصالح طلاب اللغة الانجليزية في المجالات الثاني والثالث والرابع. ولم تظهر فروق ذات دلالة إحصائية تعزى لمتغير المستوى الأكاديمي.

في ضوء نتائج الدراسة أوصت الباحثة بتضمين تدريس مهارة تدوين الملاحظات في المناهج و بتدريب المعلمين على تدريس هذه المهارة. كما أوصت الباحثة بإجراء دراسات أخرى حول صعوبات تدوين الملاحظات وكيفية التعامل معها.

