People’s Democratic Republic of Algeria
Ministry of Higher of Education and Scientific Research
Larbi Ben M’hidi University-Oum El Bouaghi

Faculty of Letters and Languages
Department of English

Investigating Teachers’ and Students’ Attitudes towards the Use of Note-taking Strategy to Improve Students’ Writing Skill
The Case of First Year English LMD Students at Larbi Ben M’hidi University, Oum El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master in Language Sciences and Teaching English as a Foreign Language

Supervised by: Ms. Soraya GUERFI  Submitted by: Cherifa SAADI
Examiner: Ms. Samiha KHOUALDI

2015-2016
Dedication

This study would not have been possible without the support of my family and my friends. It is dedicated to:

My wonderful parents for their strong support, cooperation and patience.

My brother Hichem and his Wife Sihem for their help along the way.

My sisters Hanane, Nadjett and Wafa for their encouragements.

My dear intimate friends Amel, Imene, Kanza, Ibtissem, Zineb, Samira, Fadila and Khawla who are always near to me and whom I always find whenever needed.

My nephew Wassim.

My nieces Cilia, Lilia, Bouchra and Aline.

Everyone who encouraged and motivated me to finish this dissertation.

All whom I love and I respect.
Acknowledgements

Above all, all praise is to “ALLAH” who helped me accomplish this dissertation.

I am really grateful because I finished my work within the time given. It cannot be completed without the effort and cooperation of my supervisor Mrs. Soraya Guerfi who helped me along the way, thank you miss.

I would like to express my gratitude to Samiha KHOUALDI for evaluating my work.

I thank my dear teachers for their advice and suggestions.

Thanks to my dear colleagues at the English Department at Larbi Ben M’hidi University for their cooperation.

Special thanks to my parents for their patience and support, thank you so much.
Abstract

This study is an attempt to figure out the role that note-taking technique plays in enhancing students' writing skill. Since the majority of the students encounter many difficulties in writing on one hand and cannot remember all the new words and concepts they receive while studying on the other hand. This study embraces two questionnaires that were addressed to EFL teachers and learners at Larbi Ben M’hidi University for the sake of knowing their attitudes that helped in answering the research questions and approving or disapproving the hypothesis of the research. The students' questionnaire was given to 80 students randomly chosen first year LMD students at the English department, and the teachers' questionnaire was addressed to 20 teachers out of 39 teachers. The results obtained revealed that note-taking plays a prominent role in helping the learners to memorize and understand lecture contents when the students are required to use some note-taking strategies to copy down their lectures. Thus, the hypothesis has been confirmed through the data obtained from the analysis of both questionnaires. In the light of the results attained, teachers are advised to guide their students to use appropriate strategies of note-taking that would aid in boosting their writing abilities.

Key Words: Note-taking. Writing Skill
List of Abbreviations and Symbols

**EFL**: English as a Foreign Language

**ESL**: English as a Second Language

**FL**: Foreign Language

**LMD**: License, Master, Doctorate

**TL**: Target Language

**Vs.**: Versus

**%**: Percentage of Teachers/ Students
List of Tables

Table 1: Difference between Speech and Writing.................................19
<table>
<thead>
<tr>
<th>Figure 1: The Cornell System</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2: Process of Writing</td>
<td>24</td>
</tr>
<tr>
<td>Figure 3: Teachers’ Gender</td>
<td>32</td>
</tr>
<tr>
<td>Figure 4: Teachers’ Degree(s)</td>
<td>32</td>
</tr>
<tr>
<td>Figure 5: Teachers’ Experience</td>
<td>33</td>
</tr>
<tr>
<td>Figure 6: Taking Notes during the Lecture</td>
<td>34</td>
</tr>
<tr>
<td>Figure 7: Giving Handouts</td>
<td>34</td>
</tr>
<tr>
<td>Figure 8: Asking the Students for Taking-notes</td>
<td>35</td>
</tr>
<tr>
<td>Figure 9: The Impact of Note-taking on Hindering Students’ Attention</td>
<td>36</td>
</tr>
<tr>
<td>Figure 10: Teachers’ Attitudes towards Note-taking, Dictation and Handouts</td>
<td>37</td>
</tr>
<tr>
<td>Figure 11: The Best Method for Taking Effective Notes</td>
<td>38</td>
</tr>
<tr>
<td>Figure 12: Teachers’ Attitudes towards Students’ Notes and Achievement</td>
<td>39</td>
</tr>
<tr>
<td>Figure 13: Teachers ‘Attitudes towards the Role of Taking Effective Notes in Raising Students’ Intelligence</td>
<td>40</td>
</tr>
<tr>
<td>Figure 14: Ordering the Four Skills According to their Importance</td>
<td>41</td>
</tr>
<tr>
<td>Figure 15: Evaluation of the Students’ Writing</td>
<td>42</td>
</tr>
<tr>
<td>Figure 16: EFL Students’ Weaknesses in Writing</td>
<td>43</td>
</tr>
<tr>
<td>Figure 17: Teachers’ Attitudes towards Summarizing Vs Taking-notes</td>
<td>44</td>
</tr>
<tr>
<td>Figure 18: Teachers’ Attitudes towards the Role of Outlining in Writing Production</td>
<td>45</td>
</tr>
<tr>
<td>Figure 19: Note-taking and Writing</td>
<td>46</td>
</tr>
<tr>
<td>Figure 20: The Connection between Ideas through Note-taking</td>
<td>47</td>
</tr>
<tr>
<td>Figure 21: The Role of Note-taking in Driving Students’ Attention to the New Concepts</td>
<td>47</td>
</tr>
<tr>
<td>Figure 22: Students’ Gender</td>
<td>49</td>
</tr>
</tbody>
</table>
Figure 23: Students’ Choice of Studying English .......................................................49
Figure 24: Taking-notes during Lectures .................................................................50
Figure 25: Writing What Teachers Say Word by Word ..............................................51
Figure 26: Covering the Important Ideas Discussed during Lecture When Taking Notes ...........................................................................................................................................................................51
Figure 27: Using Notes as a Reference When Revising for Exams or Tests ............52
Figure 28: Reorganizing Notes after Class ...............................................................53
Figure 29: Helping to Remember and Understand Lecture Contents ....................54
Figure 30: Taking Notes is Better than Dictation .....................................................54
Figure 31: The Easiest Method for Taking Effective Notes ......................................55
Figure 32: Raising Awareness towards the Skill of Note-taking .............................56
Figure 33: The Way Teachers Raise Awareness towards the Skill of Note-taking ....56
Figure 34: Ordering the Skills According to their Importance ................................57
Figure 35: Evaluation of the Students’ Level in Writing .........................................58
Figure 36: The students’ Difficulties in Writing .....................................................58
Figure 37: Using Outlines before Writing ...............................................................59
Figure 38: Practicing Writing outside the Classroom .............................................60
Figure 39: Favourite Type of Writing .......................................................................61
Figure 40: The Role of Note-taking in Improving Writing .....................................62
Figure 41: The Role of Note-taking in Connecting Ideas .......................................62
Figure 42: The Role of Note-taking in Paying Attention to the New Concepts and Ideas ...........................................................................................................................................................................63
Table of Contents

Dedication.................................................................................................................I
Acknowledgements.................................................................................................II
Abstract......................................................................................................................III
List of Abbreviations................................................................................................IV
List of Tables.............................................................................................................V
List of Figures...........................................................................................................VI

General Introduction.................................................................................................1
1. Statement of the Problem......................................................................................1
2. Aim of the Study..................................................................................................2
3. Research Question..............................................................................................2
4. Research Hypothesis.........................................................................................2
5. Research Methodology......................................................................................2
  5.1. Population......................................................................................................2
  5.2. Sample...........................................................................................................3
  5.3. Means of the Study......................................................................................3
6. Structure of the Dissertation.............................................................................3

Chapter One: Theoretical Part

Section One: Note-taking

Introduction..............................................................................................................4
1.1.1. Definition of Note-taking............................................................................4
1.1.2. Strategies of Note-taking............................................................................5
  1.1.2.1. The Outlining Method..........................................................................6
  1.1.2.2. The Cornell Method.............................................................................6
  1.1.2.3. The Mapping Method..........................................................................7
1.1.2.4. The Charting Method ............................................... 8
1.1.2.5. The Sentence Method ............................................. 8
1.1.3. Functions of Note-taking .......................................... 9
  1.1.3.1. Encoding Function ............................................. 9
  1.1.3.2. The External Storage ......................................... 9
1.1.4. Benefits of Note-taking .......................................... 10
  1.1.4.1. Enhanced Attention in the Classroom ..................... 10
  1.1.4.2. Way of Understanding ..................................... 10
  1.1.4.3. Better Memory .................................................. 11
  1.1.4.4. Relevance to the Topic ..................................... 11
  1.1.4.5. Improving Writing Skill ................................... 11
1.1.5. Note-taking Vs Note-making .................................... 12
1.1.6. Teacher’s Role ..................................................... 13
Conclusion ........................................................................... 14

Section Two: Writing Skill

Introduction ........................................................................... 15

1.2.1. Definition of Writing .............................................. 15
1.2.2. Writing Vs. Speaking .............................................. 17
  1.2.2.1. Situation .......................................................... 17
  1.2.2.2. Grammatical Choices ....................................... 17
  1.2.2.3. Lexical Density ............................................... 18
1.2.3. Stages of Writing ..................................................... 20
  1.2.3.1. Pre-writing .................................................... 20
  1.2.3.2. Drafting [Free Writing] .................................. 20
  1.2.3.3. Rewriting: Revising ...................................... 21
1.2.4. Assessing Writing ................................................................. 22

1.2.4.1. Writing as a Product ......................................................... 22

1.2.4.2. Writing as a Process .......................................................... 23

Conclusion .................................................................................... 24

Chapter Two: The Field of Work

Section One: Research Design

Introduction .................................................................................. 25

2.1. The Choice of the Method ......................................................... 25

2.1.2. Definition of the Questionnaire ............................................. 25

2.1.3. Types of the Questions ......................................................... 26

2.1.4. Teachers’ Questionnaire ....................................................... 27

2.1.4.1. Target Population .............................................................. 27

2.1.4.2. Sample ........................................................................... 27

2.1.4.3. Description ...................................................................... 27

2.1.5. Students’ Questionnaire ....................................................... 29

2.1.5.1. Target Population ............................................................. 29

2.1.5.2. Target Sample ................................................................. 29

2.1.5.3. Description of the Questionnaire ...................................... 29

Section Two: Analysis and Interpretation of the Results

2.2.1. Analysis of Teachers’ Questionnaire ..................................... 32

2.2.2. Teachers’ Questionnaire Results .......................................... 48

2.2.3. Analysis of Students’ Questionnaire .................................... 49

2.2.4. Students’ Questionnaire Results .......................................... 64

Conclusion .................................................................................... 64

General Conclusion .......................................................................... 65
Pedagogical Implications .................................................................66
Recommendations ............................................................................67
Limitations of the Study .................................................................67
References
Appendices
Appendix 1: Teachers’ Questionnaire
Appendix 2: Students’ Questionnaire
Résumé
الملخص
**General Introduction**

In the recent years, researchers have been involved in the field of education to study the main difficulties that may come across EFL students in learning a foreign language. One of the main problems that has been raised is how to make learners write effectively, because they lack the ability to write coherent and well-structured pieces of writing.

Besides, EFL students have a limited capacity of storing information in the brain and they are not able to remember all the ideas that were discussed in classrooms, even though they have good memory. Many students take notes when the teacher is lecturing in order to remember and revise all what they have been learned inside classroom.

Note-taking is an important process. It allows students to have a written record of the lecture which may not be in the textbook. Note-taking helps students identify where the information came from and how they think about those ideas. It is necessary and useful as an educational strategy to enhance students’ writing skill, since it plays a prominent role by giving learners opportunity to write effectively throughout the strategies of note-taking.

**1. Statement of the Problem**

One of the purposes that EFL students seek to realize is to master writing skill which is considered as a productive skill that has to be developed for a better learning of the English language. However, the majority of the first year LMD students in English Department fail to write effectively because of their weaknesses in style, vocabulary, grammar, connection of ideas, and even in spelling...etc.

Students write down notes which they need later while they study, but not all of them know how to take notes successfully. The objective of note-taking is not just making students participate and more active inside their classroom, but this educational strategy helps them to improve some aspects of the writing skill.
2. Aims of the Study

This study aims at investigating to what extent note-taking helps students to improve their writing skill, and for achieving the following objectives:

✓ Motivating students to take notes inside classroom.
✓ Driving their attention to the use of some strategies of note-taking.

3. Research Question

The present study addresses the following questions:

What are the teachers’ attitudes towards the use of not-taking to improve students’ writing skill?

What are the students’ attitudes towards the use of note-taking to enhance students’ writing skill?

4. Research Hypothesis

It is hypothesized that:

Taking-notes may improve EFL students’ writing skill.

5. Research Methodology

5.1. Population

The total population of this study concerning teachers is comprised of 39 teachers. A sub set of this population has been chosen randomly to conduct the research. Besides, there are 392 first year LMD students at Larbi Ben M’hidi University. This number represents the target population on whom the current research was conducted, but 25% was taken as sample for the investigation. First year LMD English students were chosen as a case of the study because they are beginners and they receive hundreds of new words and concepts every day during lectures, and it is very difficult for them to remember all those information. So, they need to record them in order to be used later on.
5.2. Sample

As it is difficult to study the whole population, 20 teachers were taken from this entire population. In addition, 80 students who represent one fifth of the target population were selected randomly in order to figure out their opinions about the role that note-taking plays in empowering EFL students’ writing skill.

5.3. Means of the Study

To fulfill the aim of the present study, the data has been collected through designing teachers’ and students’ questionnaires, in order to find out how note-taking can be used as a strategy to improve the EFL students’ writing skill. The descriptive study has been chosen as a method of this research because the experimental method requires time to measure the improvements of the students’ writing skill. Two questionnaires have been designed in order to see teachers’ and students’ attitudes towards the use of note-taking to improve students’ writing skill.


The present study is comprised of two main parts; a theoretical and a practical part. The first one consists of a literature review of the study that includes two sections. Section one is about note-taking, its definition, its strategies, its types and its functions. The second section is devoted to writing skill, its definition, its stages, the difference between writing and speaking, and how teachers assess their students’ writing production. However, the practical part is also divided into two sections. The first section is devoted to a description of the target population and the sample on whom the research is conducted. Besides, a description of both teachers’ and students' questionnaires is provided. The second section deals with the analysis of both questionnaires, in addition the interpretation and the discussion of the data obtained from teachers’ and students’ questionnaires. The section also provides some pedagogical implications and limitations of the study.
Chapter One: Theoretical Part

Section One: Note-taking

Introduction

In fact, EFL students receive hundreds of new information every day. It is difficult for them to memorize those pieces of information on one hand, and it is rather difficult for them to copy down every word they hear, they are required to follow their teachers and comprehend what they say on the other hand. Thus, researchers shed light on the strategies that may help and facilitate the learning process, and among these strategies: note-taking.

Taking notes is the common effective way to understand and remember new information whether from a lecture, a workshop, a group work, a presentation or any other task. It is an opportunity for reviewing the notes that have been taught.

The first section deals with note-taking process, its definition, its strategies and functions. In addition to that, the section discusses the benefits that can be drawn from applying such strategy. The teacher’s role is also mentioned in this part as well.

1.1.1. Definition of Note-taking

Through time, many researchers tried to present various definitions to clarify the process of note-taking. Turkel and Peterson (1930) considered it as activity that helps students understand and remember the new information they are recording. They say that “Note-taking is a muscle activity. The very act of note-taking helps you remember ideas you’re writing down” (p. 3). However, Blerkom (1993) recognized that note-taking is writing down the information discussed during the lecture. On his turn, Hicks (1993) defined note-taking as a tool of writing down the explanation of some information, then organizing and making relations between them for better understanding.

Crubb et al. (1999) stated that note-taking is an important skill that requires students to write in order to obtain the meaning from a lecture. Good note-taking means
that the students can use it later and learn from it. However, McPherson (2007) considered it as a way of storing information. He says that “note-taking is primarily a tool to encode information effectively in your memory” (p. 11).

However, there are some scholars who see this technique as a task that is not easy. So, according to Piolat, Olive, and Kellogg (2005) “note-taking is a complex activity that requires comprehension and selection of information and written production process” (p. 291). Thus, the students are required to know how to select the information that should be recorded (i.e.) the important one that leads to a clear understanding of the lesson content.

Simultaneously, Stroud and Reynolds (2006) adopted the same opinion in which the EFL students should distinguish between the important and non-important information that they hear during the lecture. Wax (2007) defined note-taking as a strategy which is not often taught. There are students take effective notes after being taught how take notes, thus others take good notes naturally without any instruction.

Lazarus (2001) saw note-taking as a technique that helps students to summarize large numbers of new information easily. In that sense, according to Raimes (1938) people in real life, don’t need to write down every word they hear. In classroom, students write down summary or just write the most important information of a conversation. He considered the advanced student as the one who can take notes from long passages and uses some signals or words to make the points more important.

1.1.2. Strategies of Note-taking

Taking notes is not an easy skill that comes naturally, all students take notes but not all students know how to take effective notes, they need to take the most important notes and then organize them in order to understand the lecture and use them as a reference later. So, students have to choose the appropriate method of note-taking for achieving better in their learning process.
1.1.2.1. Outlining Method

The outlining method is one of the most common methods of taking notes; it can be used when taking notes from a textbook or from a lecture. The outline method involves writing the major points on the left side of the paper and the minor points on the right side and identifying them by using numbers or dashes and so on. The minor points are used to build up the most important ideas. Halonen and Santrock (2012) indicated that, this method is used to present the complexity of the materials in a systematic way in which students can distinguish main points from supporting points and use it as a source for exams.

Macdonald (2014) stated that the outlining method is very structured in which the points are written in a tiered format. This method reduces editing after taking notes when written in a good way. However, when the lecture is presented quickly, it will be difficult to use this method and student can interfere with his listening when he becomes interested in organizing his points.

The outlining method helps the students to identify the important ideas by making the connections between points. This method does not require writing details and it takes short time that help student to pay attention to what is said during the lecture. Besides, it is the best way for the students to think how to organize their ideas by writing the main points and the sub points or some details clearly that can be used later.

1.1.2.2. The Cornell Method

According to G. Dillon (2008) the cornell method is simple and effective. It was created in the 1950s by Walter Pauk, professor of Education at Cornell University, New York. This method provides specific form based on two columns. The left is named recall column, in which the students write the key words, and the right column named as record column in which the students write a paragraph describing those notes; students can add a
third column at the bottom to write a summary about what they have read, also they may use diagrams, questions and answers presented by the teacher.

The cornell method can offer students more organized notes which they use as a guide when they want to prepare for the exam or test. It allows them to identify key words quickly from the lecture. The arrangement of the information helps EFL student to find particular pieces of information easily, it also helps them transfer the information and ideas to their long and short term memory. An example of the cornell system is showed below:

<table>
<thead>
<tr>
<th>Recall Column</th>
<th>Note-taking Column</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summary Column</td>
</tr>
</tbody>
</table>

Figure 1: The Cornell system (Anonymous. 2011, p. 117).

1.2.3. **The Mapping Method**

The mapping method is one of the important methods of taking-notes that based on writing the important ideas in the form of graphic in which the students link all ideas together. Halonen and Santrock (2012) stated that “this strategy turns the content from the reading into a visual representation. Developing maps strongly appeals to visual learners. Concept maps can get messy if the text contains dense, interrelated content, but they also provide a great tool for review” (p. 65). This method helps students in many points. Helps them to keep information easily and facilitates the modification of notes by adding or deleting the relevant or the irrelevant information, it also motivates students to use their critical thinking for example, creating flash cards, making connections between ideas, and organizing their ideas in a good way in which they can use them as a guide for the exam.
Prashnig (1998) saw that the mapping method is effective and helpful. Especially for holistic thinkers who understand better from visual and tactile information. Students have to choose first their type of learning style then, they can easily find the appropriate note-taking method that goes with their needs.

1.1.2.4. The Charting Method

The charting method is based on classifying the content lecture into categories in a table. Blerkom (2010) stated that this type of note-taking needs students to organize their information more than other type, through developing the categories and writing the different features of each type. Students can benefit from the advantages of this method because it helps them to record the relevant and the appropriate amount of information. It is considered as an easy way for memorization. This method helps the students in making similarities and differences of the lecture content to facilitate the understanding of the lecture.

1.1.2.5. The Sentence Method

The sentence method is considered as the best way when students have a lot of information and they do not know how they link them together. This method requires the students to write down every new idea or concept in a separate line, then numbering each line. Thanks to this method students can create a numbered list of the key points that have been discussed in classroom and can cover all the new information quickly. This is helpful method in the preparation of the exam in which they may use it as a source. However, students can face difficulties in making a distinction between the important and non-important information.

To sum up, note-taking is a common effective way that is largely used by students to paraphrase, organize, and understand the new information discussed during the lecture.
Note-taking motivates students to be active listeners by helping them to concentrate on the lecture, and to record the main points.

1.1.3. Functions of Note-taking

According to Divesta and Gray (1972) note-taking has been explained in terms of two functions: Encoding and external storage (also known as the process and product functions of note-taking).

1.1.3.1. Encoding Function

The encoding or process function suggests that taking-notes facilitate learning by affecting the nature of cognitive processing at the time the lecture is delivered and the notes are taken. Note-taking may be a generative activity because it helps learners to build the relationships between lecture information and students’ knowledge (Flippo & Carverly, 2009). The encoding function suggests that students gather more information if they take notes from the lecture, also they make subjective associations, interferences, and personal interpretations of the lecture.

Kiewra (1987) claimed that the process of encoding facilitates learning by helping the students to increase their attention on the lecture and encourages them to organize their writing and remember well the content of notes that have been taken. Students who spent long time for reading or listening and taking-notes, will have more compact notes that will be used as a source of information.

1.1.3.2. The External Storage

The external storage function suggests that notes are valuable as a product, because they help the students to store information for later use and additional cognitive processing. The EFL students write lecture notes to avoid forgetting the important ideas of the lecture content, to revise forgotten information, or as the basis for future generative activities (Flippo & Caverly, 2009). It is considered as a necessary because the notes taken serve as
an external storage of information that allows for later recall and are available for later review.

According to kiewra (1987) the products or notes are considered as an external repository of information that can be used for example, to answer the questions. Both encoding and external storage are important in learning. Students should combine between the two because they include writing notes, review, and selecting the important points that facilitate the learning process.

1.1.4. Benefits of Note-taking

Many researchers see that taking notes can be beneficial for EFL or ESL learner in different ways; they considered it as an important tool that helps student in two sides, in the academic context and in their daily life activities. Note-taking is beneficial in different points:

1.1.4.1. Enhancing Attention in the Classroom

It is commonly known that most students concentrate in classroom just for short time, taking notes enhances students’ interest and concentration. In that sense, Ellis (2014) argued that note-taking is much more than recording information and using it later on since note-taking pushes the students to pay more attention and listen effectively to the teacher during the lecture. Writing the ideas into their own words and using personal structure and meaningful sentences help them to be active and encourage them to participate more and more in the classroom. Writing good notes require them to think and make a distinction between the important points, rather than just write everything they hear or read.

1.1.4.2. Way of Understanding

Students take notes from lectures or textbooks and write them in their own words, we find different writings but the content is similar, this notes help them to understand what they have taught. Macdonald (2008) suggested that note-taking supports students’
learning because they need to learn how to use new information and identify what is relevant to their needs and what is not. He considered it as a way of understanding by linking the information from the course and writing in their style.

### 1.1.4.3. Better Memory

Every day EFL students receive hundreds of new information, and it is most difficult to remember all what is discussed inside classroom, some students prefer to record the important notes in order to use them later. Boch and Piolat (2005) indicated that note-taking helps student to store information in the long-term memory because re-writing and re-organizing the points reinforces the integration of the knowledge. Having knowledge helps students whether in preparing for exams and tests or in writing productions by using their previously noted knowledge.

### 1.1.4.4. Relevance to the Topic

Students feel that the notes which they take in the lectures are better than the use of textbooks which contain new words that are difficult to be understood. The meaning is one but the words are different. So, no need to read from textbooks.

Making connections between the new ideas and the previous ones helps students to understand the materials and resolve the difficult problems. In that sense, Kobashy (2005) demonstrated that note-taking skill is beneficial because it helps students to comprehend and retain the material.

### 1.1.4.5. Improving Writing Skill

Having the habits of taking-notes may help student to improve their writing, according to Johnson (1995) any type of writing is preceded by taking-notes, when writing good notes students have to select, organize, and use their own words in a well-structured pattern. These notes will be stored in their memory and will be useful in writing for example, essays or paragraphs later. Note-taking is considered as a starting point for
developing writing skill if students know how to take good notes, all students take notes but not all of them know how to take notes purposefully. Dobbs, Jessop, Campbell-Hall, McDonough, and Nichols (2014) said “We learn to write through writing” (p. 18). Means that the more students write the more they achieve, and so their writing quality will be improved.

1.1.5. Note-taking Vs. Note-making

Students cannot remember everything discussed in the classroom even though they have a great memory. Taking and making notes are important ways that facilitate learning process by helping them to cover the most points said by the teacher.

Neville (2010) defined note-taking as a process that requires recording what you hear or read during the lecture and he considered it as a first stage of writing effective notes, while note-making is an advanced process that requires reviewing, composing, and making relationship between ideas mentioned in classroom, students have to write notes in ways that will help them to prepare for an exam or a test in an effective way “ presenting information in readable and creative ways, and in ways that will help you revise more effectively” (P. 24).

Pearson (2007) indicated that note-taking helps students to identify relevant information from irrelevant ones. Notes that are taken will be used as a source for revision or preparation for exams. Personal notes (note-making) made by the students, requires them to be selective rather than writing everything they hear or read inside the classroom, it is an effective technique which can be used as a reference later on.

Mc Pherson (2007) made a distinction between note-taking and note-making; he claimed that students make notes to clear up their thoughts or to prepare for the exams or tests. However, note-taking involves writing down notes from a book or a lecture.
Both techniques have a prominent role in the learning process, notes taken or made are considered as a summary of the important ideas discussed in classroom and motivate students to think about their ideas and about others’ ideas. Taking and making notes are used for referencing and revision purposes in which students can use their notes as a reference for revision (Nevill, 2010).

1.1.6. Teacher’s Role

Students can learn simply a target language, if they have study skills. Some students think that study hard and long are the best ways for effective learning; however, others prefer to use some strategies in order to facilitate learning such as taking-notes. Note-taking is an important skill for both teachers and learners. Teachers are considered as the prominent influence factor of taking notes.

Glanz (2009) claimed that learning is more than getting good marks in exams and tests; teachers need to widen the way they evaluate students learning. The effective instructors do not oblige their students to already have skills, but teach them how to take notes and motivate them through lessons. Taking notes is helpful and useful for all students and the quality of notes taken is a reason for success in learning a foreign language. Since students can take notes from reading texts or from teacher.

Listening skill is very important for taking effective notes because the best way they listen the better they write. So, teachers should teach their students how to become effective listeners and note takers by guiding and motivating them through choosing the appropriate contents and activities that go with their needs in which they can use their skills.

Chang and Li (2015) indicated that teachers play a prominent role in guiding students for having a good habit of taking notes by teaching them techniques of note-taking.
and discovering which type used by each student and helping them to improve their note-taking skill.

**Conclusion**

To sum up, note-taking is considered as an important academic task to learn the TL. It helps the EFL students remember and understand the important information discussed in the classroom and re-use it later in revision. There are several ways through which students can take notes; they may use the cornell, the mapping, the charting, the outlining, or the sentence method. Teachers can influence students’ habit of taking-notes by teaching their students the benefits of this strategy and how they become effective note-takers.
Section two: Writing Skill

Introduction

Students learn a language in order to communicate and understand what others say and write. They may express their ideas and thoughts to other people through writing and use it as a way of communication. Writing skill is considered as one of the important skills that should be mastered, though its complexity. The EFL students find other skills easier than writing because it needs long time to be mastered and correct, meaningful English; it is acquired through practicing and training. Besides, teachers play a significant role in helping their students to improve their writing by providing them with suitable topics to write about and guiding them how to write well-structured and meaningful texts.

The present section highlights different definitions of writing provided by various researchers, then the difference between writing and speaking, focusing also on writing stages that students have to apply in order to write successfully, then discussing its assessment.

1.2.1. Definition of Writing

Writing is one of the most important skills that should be acquired. Researchers define writing skill in different ways. Widdowson (1978) defined writing as the production of meaningful and structured sentences in which students have to choose the appropriate vocabulary and use it in organized sentences. Byrne (1991) agreed with the idea of Widdowson and he stated that:

Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. (Byrne, 1991, p. 1)
Writing is considered as a complex process since it is more than just expressing thoughts and ideas, it needs thinking and reflection as Gaith (2007) and Williams (1957) indicated that any piece of writing has a purpose and conveys a message to the reader. So writers should have clear ideas and choose the appropriate words. Writing motivates students to think about what to write and how to write in order to communicate effectively.

Flowers and Hayes (1981) saw that the process of writing is related to the cognitive process means that students have to use their minds and make decisions about their writing. According to Zamel (1992) writing is a dynamic process in which the students use different words and expressions that allow them to discover new words and helps them to know how to combine and compose the ideas.

Rivers (1981) claimed that writing cannot be learned in isolation, it has a relation with other skills, he focuses on the original ideas that help in writing creatively “… writing refers to the conveying of information or the expression of original ideas in a consecutive way in the new language” (p. 294). Writing can be enhanced by other skills (i.e.) listening, speaking and reading. In the field of education the EFL students improve their writing through learnt knowledge in the previously practiced skill, as Gray (1968) said:

Writing is not a skill which can be learned in isolation. In the apprentice stage of writing which will last for considerable time, the pupils must learn and master the skill of listening, comprehension, speaking and reading, with the activity of writing helping to consolidate learning in these areas. (Gray, 1968, p. 50)

Harmer (2001) defined writing as a vital skill especially for speakers of both FL and L2. Students need to write and express their ideas, thoughts and knowledge through writing paragraphs and texts.
1.2.2. Writing Vs. Speaking

In order to learn successfully, students have to master the four skills: listening, reading, writing and speaking which are considered as the core of language. Some researchers argue that these skills should not be learned in the same way; an important issue has been raised which is making the difference between writing and speaking skill. Hanis (1993) stated that speaking and writing are different in three main ways:

1.2.2.1. Situation

According to Brown and Yule (1983) students have to write the appropriate grammar, connectors, structures, etc. Whereas their speech should be clear and simple, speakers are in confortable situation when making mistake does not matter; however, the situation is not the same in writing, making the mistake is not allowed and the writers have to correct all mistakes in that sense Rings (1992) stated that the speaker may “drop or elide word-final phonemes or morphemes”. (p. 25)

1.2.2.2. Grammatical Choices

Another distinction between writing and speaking is about the type of choosing the grammar. Parrot (1993) indicated that because of the absence of the audience, the writer has to do his/ her effort in his/ her piece of writing in order to satisfy and convince the reader. Unlike speaking, the speaker can use gestures or other facilitators to make the audience understand the speech.

The speaker can change his/ her mind means that he/ she can say words, and then change these words by more appropriate others and it is not considered as a grammatical mistake. Thus, in writing the writer should be selective in picking up the suitable vocabulary that fit the idea that is intended to be expressed.

“Written language tends to be characterized by nouns formed from verbs whereas spoken language tends to contain more verbal processes.” (Carter, 1993, p. 64)
According to Raimes (1983) writing is more formal than speaking because the speaker tends to use simple words, connectors and sentences, but the writer can write complex sentences and clauses related by conjunctions and connectors in order to achieve the unity of the progression and respect the cohesion of the text written. In this context, punctuation plays a significant role. In that sense Olson, Torance and Hildyard (1985) said that:

The most readable writing shows idea units rather clearly. Readable writers seem to organize their material intuitively into this format, using punctuation marks to show idea unit boundaries, or to show the same intonational and hesitational patterns that in spoken language would signal idea units’ boundaries. (p. 107)

1.2.2.3. Lexical Density

Writing skill differs from speaking skill in the quality of information. The writer has more time to think about the appropriate vocabulary, and he can omit or add some ideas that have to be well structured sentences and have to be linked appropriately, but the speaker does not have long time to think or an opportunity to omit what has been discussed and written before. As McCarthy (1991) argued that:

With written texts, some of the problems associated with spoken transcripts are absent: we do not have to contend with people all speaking at once, the writer has usually had time to think about what to say and how to say it, and the sentences are usually well formed in a way that the utterances of natural, spontaneous talk are not. (p. 25)

In addition, speaking can be acquired naturally, but writing should be learned through teaching process (Ur, 1991). Harris made a summary of the major distinctions between writers and speakers as it is shown in the table below:
### Table 1. Difference between Speech and Writing (Harris, 1993, p. 4).

<table>
<thead>
<tr>
<th>Speakers</th>
<th>Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can refer to people, objects and so on in the shared environment by pointing with gestures or by using ‘pointing’ words.</td>
<td>- Do not share an immediate environment with their readers and have to make explicit reference to people and objects</td>
</tr>
<tr>
<td>- Can check whether they are being understood by looking at speaker’s expression, by asking or by being directly prompted.</td>
<td>- Have no means of knowing once the text is finished whether the readers will understand the message-they need to anticipate potential misunderstandings and appropriate levels of shared knowledge.</td>
</tr>
<tr>
<td>- In conversations (including telephone conversations) speakers are encouraged by listeners’ markers, such as “mm” and- in live conversations by gestures.</td>
<td>- Have to find ways of motivating themselves to create a text.</td>
</tr>
<tr>
<td>- Can backtrack and fill in information that may have been omitted- precise sequence is not a prerequisite effective communication.</td>
<td>- Have to plan in order to achieve both a sequence and a selection that will lead to effective communication.</td>
</tr>
</tbody>
</table>

Despite all these differences between writing and speaking, it is important to know that no skill is better than the other, the four skills are important for learning a TL language. Both speaking and writing are purposeful means that they convey a message in different way. The two skills are complementary in the learning of a foreign language.
1.2.3. Stages of Writing

Writing is a complex process and it is not an easy skill. So in order to write successfully, students have to go through different stages. Harmer (2004) suggested three main stages of writing: pre-writing, writing and re-writing. The process includes any activity or experience that motivates students to write, thinking about the structure and content then developing ideas.

1.2.3.1. Pre-writing

This stage is known as the first stage of the writing process which includes all activities, experiences that motivate students to engage in writing. “Re-writing […] is used to mean specifically any of the structured experiences which take place either before or during the writing process and which influence active participation on the part of the student in thinking, writing in groups etc” (Hayes, 1978, p. 76). At this stage, students take long time to choose a topic, in which form it will be carried out, and to whom it will be addressed. Flower (1981) saw that there are capable students who can write good essays and appropriate words in their appropriate phrases.

Anderson (2003) stated that this stage is based on outlining, in which the students generate their ideas that will be developed to write any piece of writing. Those points or ideas written are considered as a starting point to decide what to write about and organize their ideas in appropriate way. They will be able to discover and explore topics to work on.

1.2.3.2. Drafting [Free Writing]

In the previous stage, students generate and organize their points before they start writing while in this stage, they write and develop their ideas into drafts without taking into consideration the grammatical accuracy and focusing on the fluency of writing. Using outlines with some changes if it is required to write a paragraph or essay as Vasquez, Hausen and Smith (2010) argued that “in drafting stage, the focus for all students is on
fluency-getting ideas on paper without concern for ‘correctness’. The goal is to draft without fear.’ (p. 99)

Tribble (1996) stated that in this stage, students go through series of moments which are:

- The argument they are trying to develop or the perception they are trying to share;
- Their understanding of the expectations of their probable reader
- Their appreciation of all the other similar texts that precede the one they are currently composing. (Tribble, 1996, p. 114)

He tried to argue that writers write their drafts apart from ideas and notes taken in the stage of pre-writing and take into consideration the audience. Before the last draft the students write several drafts. Hedge (1988) claimed that drafting is “the way in which a writer puts together the pieces of the text, developing ideas through sentences and paragraphs within an overall structure.” (p. 89) means that they develop their ideas into structured and meaningful sentences to write any form of writing.

1.2.3.3. Rewriting: Revising

Rewriting or revising involves students to revise their writing focusing on the correct form and content. Lyons and Heasley (1987) indicated that “editing permits them [the students] to make minor or major changes so that they have a text as close as they can make it to what they want to say” (p. 136). At this stage the writers revise, edit and correct their writing, they can also change some ideas if it is needed in order to prove their message.

Besides, Sommers (1980) and Nold (1981) stated that rewriting means that omitting or editing what have already been written and produced. In revising stage, students check their vocabulary, grammar and their style of writing in order to correct any error or mistake
such as punctuation, capitalization and syntax to clarify the meaning of their writing. It helps them to be selective (i.e.) select the relevant ideas only and focusing on the positive elements of the content that is why Richards and Renaudya (2002) saw it as a platform to recognize the students’ work.

Summing up, researchers provide a real situation for EFL learners to write appropriately and successfully. They have to raise their awareness of various stages of writing: prewriting, drafting and rewriting. Teachers play a significant role in guiding and evaluating students’ writing and shed light on the importance of these stages to enhance their writing in a foreign language.

1.2.4. Assessing Writing

In EFL classrooms, teachers assess and evaluate students’ writing in different ways and there is no proof which is the best one. In recent years two methods of evaluation have been raised: the product-approach and the process-approach.

1.2.4.1. Writing as a Product

This approach is based on the result of what is produced by the students and giving attention to correctness. Kim (2001) argued that teachers who adopt the product-approach have to correct errors focusing on grammatical accuracy. In fact, some of the teachers give importance to what is readable accurately in a piece of writing.

According to Nunan (1991) learning by imitating is appropriate at the sentence level. In a traditional class, teachers give their students writing models to imitate and adopt, then, asking them to develop sentences and paragraphs out of these models. Model texts give them confidence and security in which they can be motivated to focus on grammar accuracy in their own writing. However, imitation is criticized for the absence of creativity and personalization because they are limited by what to say and how to say and there is no purpose for writing, they write to practice the grammar.
This approach demotivates students to think and does not give them the chance to practice writing because in this approach the practical application is absent and the production of mistake is not allowed as Byrne (1979) said “students made mistakes because they were allowed to write what they wanted.” (p. 22)

1.2.4.2. Writing as a Process

Writing as a process has been emerged as a reaction against the product approach as Silva (1990) named it ‘controlled composition’. Composing enables students to express their ideas, thoughts and helps them to decide what to write and how to write, Jordan (1997) indicated that such activities encourage them to be more responsible in their writing. Teachers can motivate their learners by providing them with advice on how they develop their ideas to write any piece of writing. Hedge (2000) said that:

The process view of writing sees it as thinking, and as discovery. Writing is the result of employing strategies to manage the composing process which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and rewriting it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers. (Hedge, 2000, p. 302)

He claims that this approach motivates the students to be more creative and purposeful in writing on different topics. The process of writing focuses on content rather than the form (Steel, 2004). It is known that writing is not an easy task. Hence, in order to write successfully students have to follow various stages of writing. Harmer (2004) suggested four main phases for writing process as it is shown in this figure (2):
Figure 2: Process of Writing (Harmer, 2004, p.5).

Conclusion

Note-taking strategy is widely used in EFL classrooms, where students have the opportunity to record what they hear during the lecture. This strategy helps them to remember and understand what teachers say. It allows them to make use of their knowledge in writing: structure and grammar rules. Understanding ways and methods of taking good notes enables the students to be better writers. So, note-taking strategy is considered as the most effective way to improve students’ writing skill in the field of education.
Chapter Two: Field of Work

Section One: Research Design

Introduction

This research is conducted to investigate teachers’ and students’ attitudes towards the use of note-taking to improve the students’ writing skill in EFL classrooms at Larbi Ben M’hidi University. In the first chapter, a literature review of the two variables concerning this study is provided. Whereas in this chapter, some important issues are explained such as the utilized method, the sample and the procedure of collecting data from teachers’ and students’ questionnaires. Besides, it is also devoted to the analysis, interpretation and discussion of the data obtained.

2.1.1. The Choice of the Method

Generally, two types of methods can be used to collect data information of a particular research an experimental or a descriptive method. A descriptive method is chosen in this study for gathering the data, because it aims at figuring out the relationship between the two variables; note-taking and writing skill. In this research, two questionnaires are devoted to both teachers and students. Importantly, both questionnaires aimed at investigating their attitudes about the usefulness of note-taking strategy to improve students’ writing skill.

2.1.2. Definition of the Questionnaire

Generally, a questionnaire is defined as a written form of various questions designed in different situations with different ways directed to specific respondents, in order to collect data information of a particular study. The writer should pay attention to the principals of designing the questionnaire by means of, types of questions, order, and to whom the questionnaire will be provided (Brace, 2008). Singh (2006) on his view stated “a questionnaire is a form which is prepared and distributed for the purpose of securing
responses. Generally, these questions are factual and designed securing information about certain conditions or practices, of which recipient is presumed to have knowledge” (p. 191). The questionnaire is the most common way includes different types of questions tool that is used for investigations.

2.1.3. Types of the Questions

The questionnaire contains a series of questions that are designed differently. It can be dichotomous, open-ended or closed-ended question.

a. Dichotomous Question

Dichotomous question is the one which has two possible responses, such as yes/ no, agree/disagree or true/false questions. Nongundkar (2008) said in his book “these are questions which ask the respondent to choose between two given alternatives” (p. 56).

b. Closed-ended Question

Closed-ended questions provide the respondents with different categories, and they have to choose one answer only. According to McBurney (2009) “a closed-ended question limits the respondents to alternatives determined in advance by the questionnaire’s designers” (p. 246). This type of questions facilitates classification and comparison of responses, since it contains determined choices.

c. Open-ended Question

Open-ended questions require the respondents to use their own ideas and words, because there are no choices or alternatives to answer from. “This allows respondents to provide their own response if they disagree with the given alternatives” (Williams & Micallef, 2009, p. 112).
2.1.4. Teachers’ Questionnaire

2.1.4.1. Target Population

Population is a group of people who have the same characteristics and the same interests at a specific study. The target population on whom the research is done is English teachers at Larbi Ben M’hidi University. The total population of the present research is comprised of 39 teachers who consist of great number of females and short number of males. The study is conducted on teachers of both specialties Scientific Language and Civilization recognizing the importance of writing skill and to taking-notes while studying.

2.1.4.2. Sample

It is not impossible to study the whole number, but it is difficult since not all teachers present always at our department and not all of them have time to answer the research questionnaire, at that reason we have taken the sample of 20 teachers which is more than the half of the total number and they have been chosen randomly from the whole population.

2.1.4.3. Description

In this study, two questionnaires are designed. One was distributed to first year LMD students and the other to teachers at English Department. Both questionnaires aimed at collecting data about teachers’ and students’ attitudes towards the use of note-taking strategy to improve the students’ writing skill.

Teachers’ questionnaire is consisted of 20 questions, most of them are open-ended questions in which teachers are given the opportunity to justify and explain their responses. The questions are designed in four (4) main parts: Background information, note-taking, writing skill and the relationship between note-taking and writing.
Part One: Background Information (Q1 to Q3)

This part seeks for general information about the respondents their gender, degree’s held and their experience in the field of teaching English.

Part Two: Note-taking (Q4 to Q11)

This part is consisted of eight (8) major questions in order to investigate teachers’ attitudes towards note-taking strategy. The first question is about knowing if the students take-notes during lecture or not, the second question is about how often they give their students handouts, third question is about if the teachers ask them to take notes or not, the fourth question, knowing their attitudes towards if note-taking is a waste of time or not, whereas the fifth question is about what they prefer taking-notes, giving handouts or dictation, the sixth question aims at knowing the best method for teachers to take effective notes, the seventh question is about if the students achieve better where they use their notes in exams or not and the last question in this part is about if taking effective notes requires intelligence or not.

Part Three: Writing Skill (Q12 to Q16)

Concerning this part the five (5) questions aim at investigating teachers’ attitudes towards writing skill improvement. The first question of this part is about ordering the four skills according to their importance, the second is about the evaluation of students’ writing, the third question is about students’ weaknesses at writing, and the fourth question is about how often they are asked to summarize the lecture content, whereas the last question is about making outlines before starting writing production.

Part Four: Note-taking and Writing Skill (Q17 to Q20)

This part contains four (4) questions in order to investigate teachers’ attitudes towards the relationship between writing and note-taking. The first question is about if writing skill can be developed by note-taking, the second question is about the role of note-
taking in helping students connect their ideas. The next one reveals how note-taking aids in understanding and memorizing the new concepts. The last question provides teachers the opportunity to add any further comments or suggestions.

2.1.5. Students’ Questionnaire

2.1.5.1. Target Population

The present research is carried out on first year LMD students at Larbi Ben M’hidi University of Oum El Bouaghi which consists of 392 students, the majority of them are girls while; the number of boys is small. The study is conducted on this level because they are beginners. So, they receive a hundreds of new concepts and ideas that are new and difficult to be memorized also at this stage the students study written expression as a module, they are supposed to master and improve it. Note-taking can be a beneficial strategy for them because they need to memorize and know the meaning of each single word that is why they have been chosen as a case of the study.

2.1.5.2. Target Sample

Since it is difficult to make the research on the entire population, 80 students have been chosen randomly from the total number which represents 25% of the population. First year LMD students at English department study different modules that require for them to take notes while their teachers explain the lectures, and study written expression as well. The question that is raised is whether those students know how to write good notes. For this reason, the research aims at investigating if the EFL students pay attention to the importance of note-taking and use it as an educational strategy to improve their writing skill.

2.1.6. Description of the Students’ Questionnaire

The students’ questionnaire is composed of 21 questions divided into four main parts, Background information which consists of two questions in order to know their
gender and their choice of studying English if it was their choice or not. The second part deals with note-taking, consists of 10 major questions in order to investigate their attitudes towards the strategy of taking-notes. Whereas the third part presents writing skill which contains 6 questions aim at investigating their attitudes towards writing skill. The last part is about the relationship between writing and note-taking consists of three questions to investigate if note-taking helps in improving writing, making connections between ideas and memorizing the difficult words.

**Part one: Background Information (Q1 to Q3)**

This part aims at getting some general information about the respondents. It is designed into two questions. First students’ gender and second the choice of studying English.

**Part two: Note-taking (Q3 to Q12)**

This part is composed of (10) questions; it aims at investigating the students’ attitudes towards the usefulness of note-taking as a strategy that helps EFL students to copy down what their teachers say during the lecture, in other words the explanation of the content of the lessons in well-organized way that will help them in revision later on.

**Part three: Writing Skill (Q13 to Q18)**

The third part of this questionnaire is composed of six (6) questions. It aims at investigating the students’ attitudes towards writing skill whether they value it or not and strategies that help them in improving their writing skill.

**Part four: The relationship between writing and note-taking (Q19 to Q21)**

This part consists of three questions. The first question is about knowing their opinions if taking notes helps in improving their writing skill, the second question is about the connections between ideas if this strategy helps them to make a relationship between ideas and the third question is about knowing if note-taking motivates them to pay
attention to the new concepts and ideas that are difficult to be remembered or not. All those questions aim at investigating students’ attitudes towards the relationship between note-taking and writing.
Section Two: Analysis and Interpretation of the Results

2.2.1. Analysis of Teachers’ Questionnaire

Part one: Background Information

Q1: Teachers’ Gender

![Figure 3: Teachers’ Gender](image)

The figure (3) shows that a portion of (60%) represents the number of females who responded the question, while a portion of (40%) represents males. We noticed that females dominate the English Department at Oum El Bouaghi University in which they are more interested in teaching foreign languages.

Q2: Degree (s) held

![Figure 4: Teachers’ Degree (s)](image)
Figure (4) reveals that a great number of teachers (90%) have a master's degree. While (10%) of them have a doctorate degree and (0%) of these respondents have a master's degree. It implies that the majority of teachers at English Department studied the classical system of English, and they are full-time teachers.

**Q3**: How long have you been teaching English?

![Teachers' Experience](image.png)

**Figure 5: Teachers’ Experience**

Through this figure, it is noticed that the majority of respondents (65%) have a teaching experience from 5 to 10 years. While (20%) of them have a teaching experience from 1 to 5 years and a small number of them (15%) have taught English for more than 10 years. This shows that the majority of teachers are experienced in teaching English as a foreign language.
Part two: Note-taking

Q4: Do your students take notes while you explain lectures?

![Graph showing note-taking](image)

**Figure 6: Taking Notes during the Lecture**

This question aims at knowing whether the students take notes inside classroom or not. The figure (6) demonstrates that approximately all the students (90%) take notes from teachers’ explanation. While small number of them does not (10%). This implies that the students are aware of the importance of this technique because they cannot remember all what is discussed inside the classroom and such technique helps them to record the important ideas that can be used later on.

Q5: How often do you give your students handouts of lecture content?

![Graph showing handout distribution](image)

**Figure 7: Giving Handouts**
This question aims at investigating if teachers give their students handouts of lectures’ content or not and whether the students are the ones who summarize the lecture by themselves. The figure above shows that (40%) of teachers always give handouts and another (40%) claimed sometimes give handouts. While (10%) of the participants are often do that. It implies that the teachers give their students lecture content because it helps them in revision and memorization and because there are some students who do not take notes or are unable to do. So, they use it as a reference in revising for their tests and exams.

**Q6: Do you ask your students to take notes during the lecture?**

![Figure 8: Asking the Students for Taking-notes](image)

This question is raised to see if teachers motivate their students to take notes or not. According to this figure (85%) most of the teachers ask their students to take notes while they explain the lecture; however, (15%) of them do not ask them because the handouts cover all what is important. Besides, there are some students who do not appreciate taking notes. Asking students to take notes because there are some important points discussed in the classroom were not mentioned in the handouts and usually the amount of the information explained by the teachers is usually larger. So, they will have the opportunity to write extra ideas that may be used later. The teachers know that the notes written by the students are easier to be remembered and memorized and this technique motivates them to
build the lecture content by themselves and practice writing at one time. Because the handouts cover all what is important, there some students do not like taking-notes.

**Q7:** Do you think that taking-notes is a waste of time and may hinder students’ attention?

![Figure 9: The Impact of Note-taking on Hindering Students’ Attention](image)

The figure (9) shows that (90%) of the sample answered that note-taking does not hinder the students’ attention. While a portion of (10%) of the participants answered “yes”. The results indicate that taking-notes helps the students to concentrate on the lecture in order to write the important information they hear especially if the teacher does not give them the handouts. In addition, this strategy gives them the opportunity to write extra information that are not mentioned in the handouts or that are difficult to be understood and remembered. However, it can be difficult to take notes when the teacher speaks very quickly or the amount of notes discussed is very large. So, they may hinder their attention and because of time the teachers cannot speak slowly waiting the students to write all the ideas in full sentences.
Q8: Which is better taking-notes, dictation or handouts?

![Bar chart showing teachers' attitudes towards note-taking, dictation, and handouts]

**Figure 10: Teachers’ Attitudes towards Note-taking, Dictation and Handouts**

Figure (10) shows that the majority of the teachers (75%) prefer taking-notes than dictation and handouts. According to them note-taking is an effective tool that facilitates learning process. While, a portion of (5%) answered that dictation is better than note-taking and handouts. This may refer to the inability of the students to take notes, or may be their notes do not cover the necessary ideas because this strategy requires students to know how they do that. In addition, (20%) of the respondents give their students handouts because it contains correct and meaningful sentences that will be used as a reference to prepare for tests and exams. Students may adopt the three strategies it depends on the situation, and teachers’ role is guiding the students to achieve better in their learning process.
Q9: What is/ are the method(s) you think effective for taking good notes?

![Figure 11: The Best Method for Taking Effective Notes](image)

Figure (11) shows that (35%) of the teachers answered that mind mapping is the method that helps the students to take good notes. This refers to this method helps them to organize their notes and differentiate between the important and non-important ideas also helps them to add and omit the irrelevant information. A portion of (5%) of the respondents sees that the cornell method is better than other methods, because it helps them to organize their notes and this arrangement allow them to identify the key ideas quickly. While (35%) of the respondents prefer the outlining method to take lecture notes. This method helps them to present the complex ideas in a systematic way also it aids them to make connections between ideas easily in a short time. A portion of (5%) of the teachers chose the charting method because it is the best way for the students to make similarities and differences of the lecture content which helps them in memorizing and understanding the lecture. While (20%) of the teachers selected the sentence method. This method requires the students to write each new idea in separate and numbered sentences which can be used as a reference for revising.
Q 10: Do you think that your students achieve better in their exams or tests depending on their notes?

![Bar Chart: Teachers’ Attitudes towards Students’ Notes and their Achievement in Exams and Tests]

**Figure 12: Teachers’ Attitudes towards Students’ Notes and their Achievement in Exams and Tests**

This figure above reflects that the majority of teachers (80%) indicated that the students can achieve better in their exams and tests when they use their notes. According to them self-made notes enhance the memorization and understanding of the lectures’ content. So, this technique helps the students to achieve better in their exams and tests. While, a portion of (20%) of the respondents answered “no”. This implies that teachers do not trust their students’ ability in taking notes. We can conclude that the teachers should guide their students to take effective notes and depend on the notes taken inside the classroom. Besides, to be selective in picking up the important ideas, taking notes helps them practice writing in coherent way.
Q 11: Do you think that effective notes require the students to be selective and intelligent in writing the important points discussed during the lecture?

![Bar chart showing 100% agree and 0% disagree](chart.png)

**Figure 13: The Role of Taking Effective Notes in Raising Students’ Intelligence**

From the above figure, it is noticed that (100%) agree that taking effective notes require intelligent students. They indicate that since the teacher speaks fast, and because of time the students cannot write what they hear word by word. So, they have to be selective and record the important ideas only. Since writing takes more time than speaking, the students have to know what to write and how to write in order to catch just the relevant notes that will be used later.
Part three: Writing Skill

Q12: How do you order the following skills according to their importance for you?

![Bar chart showing the distribution of importance for speaking, listening, writing, and reading.]

Figure 14: Ordering the Four Skills According to their Importance

This figure shows that a great number of the sample (45%) indicates that writing comes first. This refers to its importance in communication especially for shy students whom they prefer to write than to speak. Apportion of (30%) of teachers answered that speaking comes first because it gives the speakers the opportunity to talk and express himself/herself throughout oral language. While a portion of (15%) of the participants sees that listening is the most important one because the other three skills are related to listening skill, listening comprehension motivates to speak, write and read appropriately. Only (10%) of them indicates that reading comes first. It refers to understanding and communicating effectively. All these skills have to be mastered in order to succeed in the learning and teaching process of foreign language.
Q13: How would you evaluate your students’ writing?

![Bar Graph]

**Figure 15: Evaluation of the Students’ Writing**

The figure (15) shows that the majority of teachers who represent (75%) of the sample see that their students’ writing is average. This means that EFL students encounter some problems in writing either in the form or in the content. While a portion of (25%) answered that their students’ level in writing is poor. This refers to their weaknesses at writing such as style, vocabulary, grammar, punctuation and so on. Writing skill is considered as one of the important skill that should be improved through training and the students have to make efforts in acquiring such skill to improve their level in English as a whole.
**Q14:** Do you think that students’ weaknesses in writing are due to their weaknesses in:
Grammar, vocabulary or style?

![Bar chart showing EFL Students' Weaknesses in Writing](image)

**Figure 16: EFL Students’ Weaknesses in Writing**

The figure up represents that half of the respondents (50%) answered that students’ weaknesses at writing returns back to the lack of vocabulary. It implies that vocabulary has an effect on students’ writing. A portion of (35%) of the teachers see that weakness in style is a major cause of failure in writing; However, only (15%) answered grammar. Writing is an important skill that can be improved through the improvement of all these aspects.
Q15: How often do you ask your students to summarize the lecture’s content using their notes?

![Figure 17: Teachers’ Attitudes towards Summarizing Vs. Taking-notes](image)

Throughout the figure above we noticed that the majority of teachers (45%) sometimes ask their students to summarize lecture content using their notes, a portion of (20%) often do that. However, (5%) of the respondents answered that they always ask their students to use their notes to summarize the lecture. In addition, (15%) claimed that it is rarely that they ask their students to summarize their notes and (15%) often picked never. It implies that taking-notes inside classroom and summarizing lecture content using these notes encourages the students to practice writing and the role of teachers is motivating the students to take effective notes in order to use them later. Writing is not an easy skill; students have to master and improve it through training and practicing. Asking the learners to summarize the lecture content is a way to drive their attention to what it is important to write and leave what is not. So, using notes to summarize is the best way for developing students’ memory and comprehension.
Q16: Do you ask your students to make outlines before they start writing their productions?

![Bar chart showing teacher attitudes towards outlines]

Figure 18: Teachers’ Attitudes towards the Role of Outlines in Writing Production

This figure shows that the majority of teachers (85%) answered “yes” about asking their students to make outlines before starting writing productions. It implies that outlines help the students to write and organize their ideas before start writing any piece. This strategy motivates the students to differentiate between the relevant and the irrelevant notes to write. However, only (15%) of the respondents whose their answer was “no” they claimed that do not ask their students to make outlines before start writing. It implies that the teachers recognize that when their students start with writing outlines, this may take time especially in exams when they are limited by time. We conclude with the idea that writing outlines is the best way to refresh the memory and organize the ideas; writing requires the students to be selective and directed to the point in order to have meaningful writings.
Part four: The Relationship between Writing and Note-taking

Q17: Note-taking helps in improving writing

According to this figure we see that the majority of teachers (60%) agreed that note-taking helps in improving writing and a portion of (30%) of them strongly agreed. This means that note-taking offers the students opportunity to practice writing and paying attention to the important ideas, it also motivates them to be active inside the classroom. However, only (10%) of the respondents disagreed with the idea and they represent the minority. Therefore, we can say that writing can be boosted through note-taking strategy, since it is one of the writing activities.

Figure 19: Note-taking and Writing
Q18: Do you think that taking-notes helps your students in making connections between ideas?

![Bar chart showing 70% strongly agree, 25% agree, 5% strongly disagree, and 0% disagree.]

Figure 20: The Connection between Ideas through Note-taking

Figure (20) represents that most of the teachers (70%) agreed on the benefits of note-taking to make connection between ideas and (25%) of them strongly agreed. However, a portion of (5%) of the sample is strongly disagreeing. So, taking-notes plays an important role in making connections between ideas.

Q19: Does note-taking helps your students to pay attention to the new concepts and ideas that are difficult to remember?

![Bar chart showing 95% yes and 5% no.]

Figure 21: The Role of Note-taking in Driving Students’ Attention to the New Concepts
The figure above displays that the majority of teachers answered “yes” that note-taking helps in driving the students’ attention to the new concepts and ideas that are difficult to be remembered. However, only (5%) of the respondents answered that note-taking does not help the students to pay attention to new the concepts and ideas. The data obtained implies that note-taking strategy is a way of training the memory.

2.2.2. Teachers’ Questionnaire Results

Regarding to the results gathered from teachers and teachers’ questionnaire, it is noticed that the majority of them are experienced and this will be positive for the EFL learners to benefit from this experience. Note-taking is better than dictation and giving handouts since it motivates the students’ interaction inside classroom, in order to take useful notes students have to choose the appropriate method for use because it helps them to record, understand and memorize lecture contents easily. Moreover, using notes as a reference encourages them to achieve better in their tests and exams and it requires the students to be intelligent in selecting the ideas. It is also noticed that writing skill is one of the four skills that can be improved through taking-notes strategy and the EFL teachers should be aware of their learners’ weaknesses in writing and they have to control their writing and find solutions if it is possible. In addition, they have to raise their awareness towards the importance of taking lecture contents and providing them with different activities to use the notes taken during the lecture.
2.2.3. Analysis of Students’ Questionnaire

Part one: Background Information

Q1: Students’ Gender

![Bar chart showing gender distribution among first year LMD students.]

**Figure 22: Students’ Gender**

Concerning the figure above it is noticed that the majority of first year LMD students are females (87.5%) as opposed to males who represents (12.5%) of the whole sample. So, females are more dominating and it means that girls are may be more interested in learning foreign language specifically English.

Q2: Did you choose to study English?

![Bar chart showing choice of studying English among students.]

**Figure 23: Students’ Choice of Studying English**
The figure (23) shows that the majority of first year LMD students (76, 25%) chose to study English because they like it. However, a small number of them that represents (23.75%) claimed that English was not their first choice, they are a kind of obliged to study it because of their average.

**Part two: Note-taking**

**Q3: Do you take notes during lectures?**

![Figure 24: Taking-notes during Lectures](image)

The figure (24) indicates that approximately all of students take notes during lectures with the portion of (95%). Thus, just (5%) of them stated that they do not take notes. This implies that most of them are aware of the importance of the usefulness of note-taking strategy.
Q4: Do you write what teachers say word by word?

![Figure 25. Writing What Teachers Say Word by Word](image)

Through the figure we noticed that the majority of the students (92.5%) take notes during lectures; however, a small number of the students (7.5%) copy every single word. And these portions imply that most of the students do not write all what they hear and they select only what is important to be recorded.

Q5: Do you find your notes that you take from lectures cover the important ideas discussed?

![Figure 26: Covering the Important Ideas Discussed during Lecture When Taking Notes](image)
This question aims at investigating if the students select the important ideas write them, or write anything said. The figure up (26) displays that (36.25%) claimed that their notes cover the important ideas discussed in the classroom. (85%) stated that this happens sometimes. However, (5%) of the respondents said that this happens rarely. The data gathered implies that the majority of them take effective notes.

Q6: Do you use your notes as a reference when you revise for exams and tests?

![Figure 27: Using Notes as a Reference When Revising for Exams or Tests](image)

This question aims at investigating if the notes taken are effective and useful or not. The figure (27) shows that the majority of the students (88.75%) use their own notes to revise for their exams and tests and a portion of (11.25%) of them do not use their notes. These percentages imply that the majority of them use their notes as a reference because they contain important information discussed during lectures.
Q7: Do you reorganize your notes after class since when you take notes you do not use full words?

![Bar chart showing the percentages of students who sometimes, always, or never reorganize their notes after class.]

**Figure 28: Reorganizing Notes after Class**

This question has been asked in order to see if the students polish up the notes they take or not. Throughout the figure we notice that more than half (56.25%) of the respondents claimed that they sometimes reorganize their notes after class, whereas (31.25%) stated that they always do that. However, only (12.50%) of the respondents claimed that they never revise or organize their notes, but they keep them as they are copied the first time. Moreover, rewriting the notes helps the students to remember and understand better. So, this technique facilitates the learning process.
Q8: Taking notes helps you to remember and understand the lecture contents

![Bar chart showing responses to Q8]

**Figure 29: Helping to Remember and Understand Lecture Contents**

This question aims at knowing if the students understand and remember the lecture contents through taking notes or not. The figure up shows that the majority of the respondents (73.75%) strongly agree that note-taking helps them to remember and understand the lecture content. (21.25%) of them claimed that they agree. However, only a small number of them (1.25%) stated that they strongly disagree and (3.75%) of the respondents disagree about the idea. These percentages indicate that this educational strategy helps them to understand better and easier.

Q9: Do you think that taking notes is better than dictation?

![Bar chart showing responses to Q9]

**Figure 30: Taking Notes is better than Dictation**
This question aims at investigating if the students like taking notes or dictation. According to the data displayed in the figure above (30) the majority of the students (60%) prefer taking notes than dictation. Portion of (40%) of them favor dictation than taking notes. The results obtained reflect that the students recognize the effectiveness of taking notes and depending on themselves rather than on their teachers.

Q 10: Which method you find it easy to take effective notes?

Figure 31: The Easiest Method for Taking Effective Notes

The aim behind asking such question is to know what is/ are the method (s) used by the students to take relevant and important notes. The figure (31) represents that (33.75%) claimed that the outlining method is the easiest and the best one in take-notes. 31.25% of respondents thought that the sentence method is the easiest one. 26.25% chose the mapping method. 6.25% of the students prefer to use the cornell method and only (2.5%) of them picked the charting method as the easiest one in taking effective notes. Choosing the best method to take notes requires the students to be intelligent because selecting the relevant points is not easy. So they have to know how to take lecture notes.
Q11: Do your teachers raise awareness towards the skill of note-taking?

![Graph showing 100% Yes, 0% No](image)

**Figure 32: Raising Awareness towards the Skill of Note-taking**

This question aims at investigating if teachers raise their students’ awareness about the importance of this skill and guide their students to use it. It obviously recognized that all the respondents (100%) claimed that their teachers motivate them to take notes.

Q12: How teachers rise awareness towards the skill of note-taking?

![Bar chart showing percentages](image)

**Figure 33: The Way Teachers Raise Awareness towards the Skill of Note-taking**

This question is based on investigating how teachers raise awareness towards using note-taking strategy and which are the points that the students have to base on when they are taking notes. We noticed that (56.25%) of the respondents claimed that the way that
helps them taking notes effectively is the choice of the important ideas. (21.25%) consider the organization of ideas as an essential way that lands a hand in improving students note-taking skill. Besides, (22.50%) of the respondents picked the choice of choosing the appropriate method of taking notes. Taking-notes skill should be valued by the students for a better learning.

**Part three: Writing Skill**

**Q13:** How do you order the following skills according to their importance?

![Figure 34: Ordering the Skills According to their Importance](image)

This question is raised in order to see how the students order the four skills according to their importance. This figure (34) shows that (27.5%) of students chose speaking skill as the most important skill and (35%) chose writing skill than (13.75%) of them claimed that reading is the most important, (23.75%) picked the listening skill. It is noticed that writing skill is considered as most important one according to the students’ view than speaking skill than listening and finally reading skill. Writing skill is considered as an essential skill that should be mastered.
Q14: How would you evaluate your level in writing?

![Bar chart showing the distribution of students' self-evaluation of writing level]

**Figure 35: Evaluation of the Students’ Level in Writing**

This question aims at knowing the students’ viewpoints about their level in writing. This figure shows that the majority of the students (56.25%) claimed that their level is average in writing. (35.75%) of them stated that they have a poor level in writing. However, (5%) of the students stated that they are good in writing. Writing skill is one of the important skills that should be developed.

Q15: Do you find difficulties in writing at the level of vocabulary, grammar, style, punctuations, or coherence and cohesion?

![Bar chart showing the distribution of students' difficulties in writing]

**Figure 36: The students’ Difficulties in Writing**
Such question is asked in order to see which aspect the students find it difficult when they write. The figure (36) indicates that (32.5%) of the students find difficulties in writing at the level of vocabulary and (10%) at grammar. However, (43.75%) claimed that they encounter difficulties at the level of style, (6.25%) chose the level of punctuations and finally (7.5%) of them find difficulties at level of coherence and cohesion. Writing is considered as a way of communication between people and in order to communicate effectively, the students have to cover all aspects of writing.

Q16: Do you use outlines before writing?

![Figure 37: Using Outlines before Writing](image)

This question aims at investigating if the students organize their notes before writing or not. This figure (37) reflects that more than half of the respondents (66.25%) stated that they use outlines before writing, and (33.75%) of them do not. Using outlines before writing properly is considered as an important stage in writing that helps students get relevant ideas that related to subject and makes the piece of writing well organized as well.
Q17: How often do you practice writing outside the classroom?

![Figure 38: Practicing Writing outside the Classroom](image)

This question aims at investigating if the students practice writing outside their classes or not. The figure shows that (3.75%) of the students claimed that they always practice writing outside the classroom and (17.5%) of them often do that, whereas (28.75%) stated that they sometimes practice writing and (36.25%) rarely do that. Finally, (13.75%) stated that they never practice writing outside the classroom. Practicing writing will sure help EFL students improve their writing abilities and sharpen their English level in general.
Q18: Which kind of text do you prefer to write?

![Bar chart showing preferences for different types of writing]

Figure 39: Favourite Type of Writing

This question aims at knowing which type of texts the students prefer to write. The figure displayed above indicates that most of the respondents (40%) prefer argumentative type of writing. (25%) of them like narrative, while the descriptive type is favored by (26.25%) of the respondents. However, only (8.75%) claimed that they prefer other types. EFL students should practice writing with all the different types to enhance their level.
Part four: Writing and Note-taking

Q19: Note-taking helps in improving writing

Figure 40: The Role of Note-taking in Improving Writing

This question aims at knowing the students’ attitudes towards note-taking helps in improving their writing. The figure above (40) indicates that half of the respondents (50%) strongly agree and (45%) of them agree on the role that note-taking plays in enhancing EFL students’ writing skill. However, only (5%) disagrees. Note-taking is considered as an effective strategy that empowers the learners’ writing abilities

Q20: Do you think that taking notes help you in making connections between ideas?

Figure 41: The Role of Note-taking in Connecting Ideas
This figure shows that the majority of the students (52.50%) agree and (42.50%) strongly agree that note-taking helps them in making connections between ideas. Only (5%) of them disagree and no respondent claimed that he strongly disagrees (0%). This implies that note-taking is the best way that helps students to make connections between ideas discussed during the lecture.

Q21: Does note-taking helps you to pay attention to the new concepts and ideas that are difficult to remember?

![Bar Chart]

**Figure 42: The Role of Note-taking in Paying Attention to the New Concepts and Ideas**

This question is raised to see if note-taking helps them to remember the difficult concepts or not. The figure (42) above shows that most of the students (68.75%) agree on the idea that note-taking helps them to pay attention to the new concepts and ideas that are difficult to be remembered and a portion of (31.25%) of them do not agree. So, this implies that it is most difficult for students to remember the new ideas without writing them.

2.2.4. Students’ Questionnaire Results

On the light of data gathered from the students’ responses through a questionnaire, it is noticed that the majority of the students choose to study English at university and also most of them take notes during lectures and use it as a strategy to remember and
understand the difficult concepts, words or ideas discussed in classroom. Many students agree that taking lecture notes motivates them to pay attention to what is discussed and to record what is important. Moreover, it encourages them to make connections between ideas and concepts it also helps in highlighting the new ones to be remembered later on. Since the majority of the learners use their notes as a reference to revise for tests and exams. So, this effective strategy motivates them in the learning process by making them active inside classroom and improving their writing skill specifically. However, note-taking is not an easy skill it requires the students to use the appropriate method in order to take effective and useful notes. In addition, writing is one of the important skills and it requires the students to take into consideration the difficulties that may face them in writing and may hinder their communication.

Conclusion

Regarding to the obtained data from teachers’ and students’ questionnaires, it is confirmed that the use of note-taking strategy may help the learners to improve their writing skill. The majority of the students take notes during lectures because these notes help in remembering and understanding the lecture's content. They use them as a reference because they cover the important ideas discussed in classroom. In addition, the students believe that note-taking is better than dictation because this latter consumes time, and not all teachers would like to do that. Taking notes requires the EFL students to be selective by writing the relevant notes only.

It is required from EFL teachers to raise their students’ awareness towards the skill of note-taking in general and how they should practice it (i.e.) to know what to write (the selection of important ideas) and how to organize them and use the most appropriate method of taking-notes. The students who responded to the questionnaire believe that writing is one of the important skills that has to be mastered, and which can be improved
through note-taking because this strategy aids them in making connections between ideas and motivates them to pay attention to the new concepts and words (i.e.) it helps them in acquiring new vocabulary which will enrich their writings' assignments.

Furthermore, the findings of teachers’ questionnaire reveal that teachers are aware of the importance of taking notes and they find it better than dictation or even giving handouts in the way that this strategy encourages the learners to be active and concentrate more in their lectures. They believe that their students need more activities to improve their writing skill and note-taking strategy is considered as one of these activities of writing production.

Teachers can evaluate their students' note-taking ability via written and oral tests. Teachers are aware of the importance of note-taking strategy which facilitates the learning process. So, all these results confirm our hypothesis that is to say, taking-notes may improve EFL students’ writing skill.

**General conclusion**

This research investigates EFL teachers’ and students’ attitudes towards the use of note-taking strategy to improve the students’ writing skill in EFL classrooms. A descriptive study was chosen to conduct data at English department at Larbi Ben M’hidi University; two questionnaires were devoted one for teachers and the other for students. A sample of 80 students and 20 teachers answered the questionnaires. On the light of the results of this study, we noticed that note-taking strategy plays an important role in improving students’ writing skill. Concerning these results the following conclusions were obtained:

1. The students’ writing can be improved by note-taking strategy.
2. The teachers can help their students to improve their writing and cover all their writing problems by providing them with tasks and activities in which they practice writing.

3. Teachers should teach their students techniques of how to take effective notes and depend on them to understand the lecture content.

4. Teachers should try to solve students’ weaknesses in writing and teach them the importance of using the appropriate method for taking notes because the more they practice activities.

Pedagogical Implications

Writing is one of the most difficult skills for EFL learners. Some EFL instructors indicate that this skill can be improved if the students’ weaknesses that hinder their writing are treated. Teachers should provide their students with different activities that involve them to practice different types of writing activities. Note-taking should be taught in more than one session per week in order to give the opportunity to the students to practice writing. This study presents the following pedagogical implications:

1. Different steps of writing should be included in the lesson plans of written expression. In which the teachers explain and clarify the steps of writing to their students.

2. During the lecture, the teachers should ask their students to take notes than provide them with tasks in which they use their notes taken during the lecture.

3. Different techniques of note-taking strategy should be taught to EFL learners, who can pick the one that fits the lesson which they are listening and attending.
Recommendations

On the basis of the results obtained in this study, we can recommend the following:

1. Teachers should teach their students the different methods of note-taking in order to train them on how to take effective lecture notes that will be used later on and helps them in improving their writing skill.

2. Teachers should provide their students with much more time in order to make them practice writing through different activities.

3. Note-taking strategy should be included in the curriculum and teachers should drive their students’ attention to the importance of this technique.

4. The number of activities concerning writing should be increased to develop students’ level in writing.

Limitations of the Study

The present study is carried out on first year LMD students at English department of Larbi Ben M’hidi University. Our research faced some difficulties as notice in the following:

1. Lack of the references about note-taking strategy.

2. Writing skill could not be measured through questionnaire only. Time was limited and it was difficult to conduct an experimental study.

3. The majority of students did not answer in full sentences, because of their level on one hand and because not all of them respond honestly and seriously.
References


Macdonald, V. (2014). *Note-taking skills for everyone: Learn the strategies of effective note-taking in order to learn maximum grades today!*. Australia: Create Space Independent Publishing Platform.


Appendices

Appendix 1: Teachers’ Questionnaire

Appendix 2: Students’ Questionnaire
Appendix 1: Teachers’ Questionnaire

Dear teachers,

You are invited to participate in the following questionnaire that has been designed to investigate teachers and students attitudes towards the use of note-taking strategy to improve students’ writing skill. We would be grateful if you accept sharing your experience by answering the questionnaire. Your ideas are highly valued and your cooperation is genuinely appreciated.

Please, tick (☑) the choice that best represents your answer. You may choose more than one answer.

The following definitions may help you in answering the question number 10.

The outlining method

The outline method involves writing the major points on the left side of the paper and the minor points on the right side and identifying them by using numbers or dashes and so on.

The cornell method

This method provides specific form based on two columns. The left is named recall column, in which the students write the key words, and the right column named as record column in which the students may write a paragraph describing those notes also they may use diagrams, questions, and answers presented by the teacher.

The mapping method

Mapping is one of the important methods of taking-notes that based on writing the important ideas in the form of graphic in which the students link all ideas together.

The charting method

Charting method based on classifying the content lecture into categories in a table.
The sentence method

This method requires students to write down every new ideas or concepts in separate lines then numbering each line.
Part one: Background Information

1. Gender
   a. Male □
   b. Female □

2. Degree (s) held
   a. Master □
   b. Magister □
   c. Doctorate □

3. How long have you been teaching English?
   a. From 01 to 05 years □
   b. From 05 to 10 years □
   c. More than 10 years □

Part two: Note-taking

4. Do your students take notes while you explain lectures?
   a. Yes □
   b. No □

5. How often do you give your students handouts of lecture content?

6. Do you ask your students to take notes during the lecture?
   a. Yes □
   b. No □

   Would you explain why, please?
   ........................................................................................................................................................................................................................................................................................................................................................................
7. Do you think that taking-notes are a waste of time and may hinder students’ attention?
   a. Yes ☐
   b. No ☐

8. Which is better?
   a. Taking-notes ☐
   b. Dictation ☐
   c. Handouts ☐

Explain why, please?
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

9. What is/ are the method (s) you think effective for taking good notes?
   a. Mind mapping method ☐
   b. Cornell method ☐
   c. Sentence method ☐
   d. Outlining method ☐
   e. Charting method ☐

10. Do you think that your students achieve better in their exams or tests when they depend on their notes?
    a. Yes ☐
    b. No ☐
11. Do you think that taking effective notes requires the students to be selective and intelligent in writing the important points discussed during the lecture?
   a. Yes ☐
   b. Not necessary ☐
   - Justify in both choices, please

12. How do you order the following skills according to their importance for you?
   a. Speaking skill ☐
   b. Listening skill ☐
   c. Writing skill ☐
   d. Reading skill ☐

13. How would you evaluate your students’ writing?
   a. Good ☐
   b. Average ☐
   c. Poor ☐

14. Do you think that students’ weaknesses in writing are due to their weakness in:
   a. Grammar ☐
   b. Vocabulary ☐
15. How often do you ask your students to summarize the lecture's content using their notes?
   a. Always  
   b. Often   
   c. Sometimes  
   d. Rarely   
   e. Never   

16. Do you ask your students to make outlines before they start writing their productions?
   a. Yes     
   b. No   

Part four: The Relationship between Writing and Note-taking

17. Note-taking helps in improving writing skill
   a. Strongly agree  
   b. Agree   
   c. Strongly disagree  
   d. Disagree 

Would you justify, please

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

18. Do you think that taking-notes help your students in making connections between ideas?
   a. Strongly agree   
b. Agree  □
c. Strongly disagree  □
d. Disagree  □

19. Does not-taking help your students to pay attention to the concepts and ideas that are difficult to remember?

   a. Yes  □
   b. No  □

   If ‘yes’ how?
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

   Please, write any further comments or suggestions about the role that taking notes plays in enhancing EFL students' writing skill?
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………
   …………………………………………………………………………………………………

Thank you for your cooperation
Appendix 2: Students’ Questionnaire

Dear students,

You are invited to participate in the following questionnaire that has been designed to investigate teachers and students attitudes towards the use of note-taking strategy to improve students’ writing skill. We would be grateful if you accept sharing your experience by answering the questionnaire. Your ideas are highly valued and your cooperation is genuinely appreciated.

Please, tick (☑) the choice that best represents your answer. You may choose more than one answer.

The following definitions may help you in answering the question number 10.

**The outlining method**

The outline method involves writing the major points on the left side of the paper and the minor points on the right side and identifying them by using numbers or dashes and so on.

**The cornell method**

This method provides specific form based on two columns. The left is named recall column, in which the students write the key words, and the right column named as record column in which the students may write a paragraph describing those notes also they may use diagrams, questions, and answers presented by the teacher.

**The mapping method**

Mapping is one of the important methods of taking-notes that based on writing the important ideas in the form of graphic in which the students link all ideas together.

**The charting method**

Charting method based on classifying the content lecture into categories in a table.
**The sentence method**

This method requires students to write down every new ideas or concepts in separate lines then numbering each line.
Part one: Background Information

1. Gender
   a. Male □
   b. Female □

2. Did you choose to study English?
   a. Yes □
   b. No □

Part two: Note-taking

3. Do you take notes during lectures?
   a. Yes □
   b. No □

4. If yes, do you write what teacher say word by word?
   a. Yes □
   b. No □

   Justify why, please?
   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................

5. Do you find your notes that you take from lectures cover the important ideas discussed?
   a. Always □
   b. sometimes □
   c. Rarely □

6. Do you use your notes as a reference when you revise for exams or tests?
   a. Yes □
7. Do you reorganize your notes after class since when you take notes you do not use full words.
   a. Sometimes □
   b. Always □
   c. Never □

8. Taking notes helps you to remember and understand the lecture content?
   a. Strongly agree □
   b. agree □
   c. strongly disagree □
   d. Disagree □

9. Do you think that taking notes is better than dictation?
   a. Yes □
   b. No □

   If yes, justify
   ..............................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................

10. Which method you find it easy to take effective notes?
    a. The cornell method □
b. The outlining method

c. The sentence method

d. The mapping method

e. The charting method

11. Do your teachers raise awareness towards the skill of note-taking?

   a. Yes
   b. No

12. If yes, does he/she tell you how to?

   a. Choose the important ideas.
   b. Organize your notes.
   f. Choose the appropriate method to take notes.

Part three: Writing Skill

13. How do you order the following skills according to their importance?

   a. Speaking skill
   b. Writing skill
   c. Reading skill
   d. Listening skill

14. How would you evaluate your level in writing?

   a. Good
   b. Average
   c. Poor

15. Do you find difficulties in writing at the level of

   a. Vocabulary
   b. Grammar
   c. Style
d. Punctuations □
e. Coherence and cohesion □

16. Do you use outlines before writing?
   a. Yes □
   b. No □

17. How often do you practice writing outside the classroom?
   a. always □
   b. Often □
   c. Sometimes □
   d. Rarely □
   e. never □

18. Which kind of text do you prefer to write?
   a. Narrative □
   b. Descriptive □
   c. Argumentative □
   d. Other type □

Part four: Writing and Note taking

19. Note-taking helps in improving writing?
   a. Strongly agree □
   a. Agree □
   b. Disagree □
   a. Strongly disagree □
20. Do you think that taking notes may help you to make connections between ideas?
   a. Agree □
   b. Strongly agree □
   c. Disagree □
   d. Strongly disagree □

21. Does note taking helps you to pay attention to new concepts and ideas that are difficult to remember?
   a. Yes □
   b. No □

If ‘yes’ how?

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

Thank you for your cooperation.
Résumé

Cette étude est une tentative pour comprendre le rôle joué par la technique de la prise de notes dans l’amélioration de la compétence scriptural en classe d’ALE. La majorité des élèves rencontrent des difficultés. D’une part, ils ont des problèmes lors l’activité de la rédaction. D’autre part, ils n’osent pas mémoriser tous les nouveaux mots et concepts qu’ils reçoivent durant leurs apprentissage. Ce travail englobe deux questionnaires qui ont été adressés aux enseignants et aux apprenants d’ALE à l’université de Larbi Ben M’hidi pour bien connaître leurs attitudes qui ont contribué pour répondre aux questions à fin de confirmer ou infirmer notre hypothèse de recherche. Un questionnaire a été adressé à 80 étudiants de la première année universitaire (LMD) choisi au hasard au département de l’Anglais, et l’autre a été adressé aux 20 enseignants d’un nombre total de 39 enseignants. Les résultats obtenus montrent que la technique de la prise de notes aide les apprenants à mémoriser et à comprendre le contenu du cours. Donc, notre hypothèse a été confirmée à partir l’analyse des résultats obtenus, les enseignants sont invités à encourager leurs élèves à utiliser la technique de la prise de notes qui peut les aider à développer leurs capacités à l’écrit.

Mots Clés : La prise de notes. Talent de l’écrit.
المختصر

هذا البحث يهدف إلى محاولة معرفة دور تقنية تدوين الملاحظات في تعزيز مهارة الكتابة لطلاب اللغة الإنجليزية. فأغلبهم يواجهون العديد من الصعوبات في الكتابة من جهة ومن جهة أخرى لا يذكرون جميع الكلمات والمفاهيم التي يتلقونها أثناء الدرس. تضمنت هذه الدراسة استبيانين وحدة لأساتذة وطلاب اللغة الإنجليزية لجامعة العربي بن مهدي من أجل استطلاع آرائهم ووضعهم من خلال الإجابة على أسئلة الدراسة والتحقق منفرضياتها.

الاستبيان اعطي إلى 80 طالباً صمّم في قسم اللغة الإنجليزية والذين تم اختيارهم عشوائياً. واعطي أيضاً إلى 20 استاداً مجموع 39. كشفت النتائج أن تدوين الملاحظات يلعب دوراً بارزاً في مساعدة المتعلمين على حفظ فهم محتويات الدرس. و هكذا تم تأكيد هذه الفرضية من خلال البيانات المتحصل عليها من تحليل أسئلة البحث.

على ضوء هذه النتائج بنصح المعلمين بتوجيه الطلاب إلى استخدام استراتيجية تدوين الملاحظات لتعزيز قدراتهم في الكتابة.

الكلمات المفتاحية: تدوين الملاحظات، مهارة الكتابة.