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Faculty of Letters and Foreign Languages
Department of English

**Teachers' and Students' Attitudes towards the Role of Note-taking in
Enhancing Students' Test Performance**

**A Dissertation Submitted to the Faculty of Letters and Languages,
Department of English, in Partial Fulfillment of the Requirements for the
Master's Degree
in Language Sciences and Teaching English as a Foreign Language
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Declaration

I, Alloui Saida,

Heheby declare that this master dissertation entitled ‘‘*Teachers’ and Students’ Attitudes towards the Role of Note-taking in Enhancing Students’ Performance in Tests*’’ was written by me for the degree of Master in English.

Books, articles and websites, which I used of are acknowledged by complete references whenever necessary.

Miss Alloui Saida

Dedication

I dedicate this thesis to my mother and my husband for their support and encouragement and my dear family

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My sincere gratitude goes to my supervisor, **Ms Souaad ZERROUKI** and all the people who helped me in many ways.

I would like also to thank **Mr Karim AYADI** and **Ms Khadidja ZAIDI** for accepting to examine my dissertation.

Abstract

This study aimed at investigating Teachers' and Students' attitudes towards the role of note-taking on improving students' test performance. The tools used to reach this aim objectives are questionnaires administered to fifty third-year EFL learners and twenty teachers at the department of English at Oum el Bouaghi University. In order to gather the necessary data about the topic of research, the present work is divided into two chapters : the first is theoretical ; it represents an overview of note-taking skill and testing. The second chapter is devoted to the analysis of the results obtained from the teachers' and the students' questionnaires, which reveal that teachers' as well as students' realize the value of taking notes during lectures in facilitating lecture memorisation and organization. They also agree on its vital role in test performance and they recommend teaching such an important skill

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General Introduction

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General Introduction

1.Statement of the Problem

Many students of English have probably experienced the case in which they had modules with detailed courses. Even though some of them have great memories or they are of a certain level of intelligence, memorizing or organizing all the information the teacher delivers is not an easy job. As a result during tests, learners face difficulties in remembering specific details or even major concepts related to the lecture. This would not be the case if they succeeded in using their lecture related skills such as note-taking.

2.Aims of the Study

The present study aims to investigate the teachers' and students' attitudes towards the role of note-taking skill in enhancing students' performance in tests. Through this study, we aim also to raise EFL teachers' and learners' awareness about the importance of note-taking and its different methods.

3.Research Questions and Hypotheses

This study tries to answer to the following questions:

- What are the attitudes of teachers towards the role of note-taking in enhancing students' performance in tests?
- What are the attitudes of students towards the role of note-taking in enhancing their performance in tests?

Hypotheses

- Teachers would have positive attitudes towards the usefulness of note-taking in enhancing students' performance in tests.
- Students would have positive attitudes towards the effectiveness of note-taking in enhancing students' performance in tests.

4. Research Methodology

The present research is a descriptive study. Data is collected via questionnaires , that are given to both students and teachers in order to check their negative or positive attitudes towards the role of note-taking in enhancing students' performance in tests.

The participants in this study are fifty students of third year at the department of English and twenty teachers from the same department at the University of Oum El Bouaghi.

5. Structure of the Dissertation

In this research, the work is divided into two chapters. The first chapter is theoretical. It reviews the literature concerning the two variables: note-taking and tesing. The second chapter is the practical part. It analyes questionnaires given to both students and teachers .

6. Population

We have dicided to choose third year LMD students at the Departement of English, in Larbi ben Mhidi University of Oum el Bouaghi.

7. Sample

Fifty students of third year at the department of English University of Oum El Bouaghi are chosen randomly. In addition to, twenty teachers from the same department.

Chapter One Review of Related Literature

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Section One Note-taking

Introduction

Note-taking is a vital skill in the learning process, a strategy which all students need to master and a key to capture knowledge in a meaningful way for them. Note-taking is one way to avoid forgetting things with a few words as possible. In addition, note taking is a related skill, and an essential tool for learners, especially at the University level, which is the level we are interested in here. That is why, note taking should be taught by teachers, It allows to gather information from lectures, book, or any situation that they will later have to memorize in order to successfully complete programs and for better achievement. However, notes taken in class often contain information that cannot be found elsewhere which can serve as important resources when revising for exams or tests. Students nowadays are poor note takers, and many grasp only 25% of relevant lecture material, for this reason, we need to make more research on the topic of note-taking.

The purpose of this section is to highlight the role of note taking on the learners' performance. It also shows some note-taking methods, skills and related factors concerning teachers and learners for better achievement.

1. Definition of Note-taking

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

“Note-taking can be analyzed as a means of explaining and narrating some information to ourselves, organizing it and establishing personal relations to make it more comprehensible” (Hicks, 1993).

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

More specifically, note-taking is; an effective study skill that acts as a form of learning by helping the students to understand and remember the material they read or are taught in class, and therefore; leads to improve their academic performance. When taking notes, students write down important facts and conclusions not details, and they have then to reflect and review these notes so that they are beneficial to them.

2. Benefits of Note-taking

Taking notes is a skill that all people use, to some extent, mainly to record useful information, and identify the key points within it, as a part of organizing the daily life. Hence, learners need to develop this skill.

Research shows that students who take notes remember more material and can perform better on tests (Stutts, Beverly, & Kelley, 2013). When they are taking-notes, because note-taking enables them to translate information from their lectures and texts into a more easy format that will help make exam or test preparation easier and more efficient. Moreover, studies proved that note-taking begins with the process of memorization (Kauffman, Zhou & Yang, 2011). Van Meter et al. (1994) Have identified the benefits of note-taking as the opportunity to review and to elaborate on the information. They also found that there are students who report that taking

notes helps them to initiate, structure the materials and recall the content. Bohay (2011) argued that notes are "self-generated memory cues which help to remind a person of verbal or textual information that no longer exists". In addition, they found that reviewing notes can serve as a second chance to study the material which improves the memory performance. They stress that review is another opportunity for deeper memorization and recall. Despite the benefits of review, Bohay et al. (2011) also found that the act of note-taking can help in later performance even without later review because it actively engages the learners within the recorded content. They stated that engagement through note-taking facilitates learning, and that those who take notes are more likely to realize the material. They added that during note-taking, people engage in a great mental operation which leads to improve memory and comprehension. Thus, the act of note-taking alone may improve recall and understanding even if no review is there.

3.Methods of Taking Notes

Taking notes is not all the time done in one way, because one way can fit one lecture and does not fit another. There are five methods of taking notes: the Cornell method, the Outline method, the Mapping method, the Charting method and the Sentence method.

3.1.The Cornell Method

It was first introduced by Walter Pauk in the Cornell University in 1950's. This method is effective in all classes; the notes can be taken from lectures or from books. Pauk (2014), stated that "the Cornell method is not a method of taking, and recording random notes, it is more a system for organizing the notes into an effective study guide". Because this method supports the active learning and critical thinking.

According to Rauschhaupt (2010), the notes in the Cornell Method should be arranged in a specific way on the notebook or students can download specific papers from the net. He explained that there are three main parts in the downloaded paper; the main part is called note-taking column and it is left for lectures' information and it takes the largest space. The second part is on the left and its function is to write the cues or the main topics in the main space, it is called the cue-column. The third column is called summary column and comes at the bottom of the paper, and as the name indicates, it is left for lecture summaries, As the example in figure 01 shows.

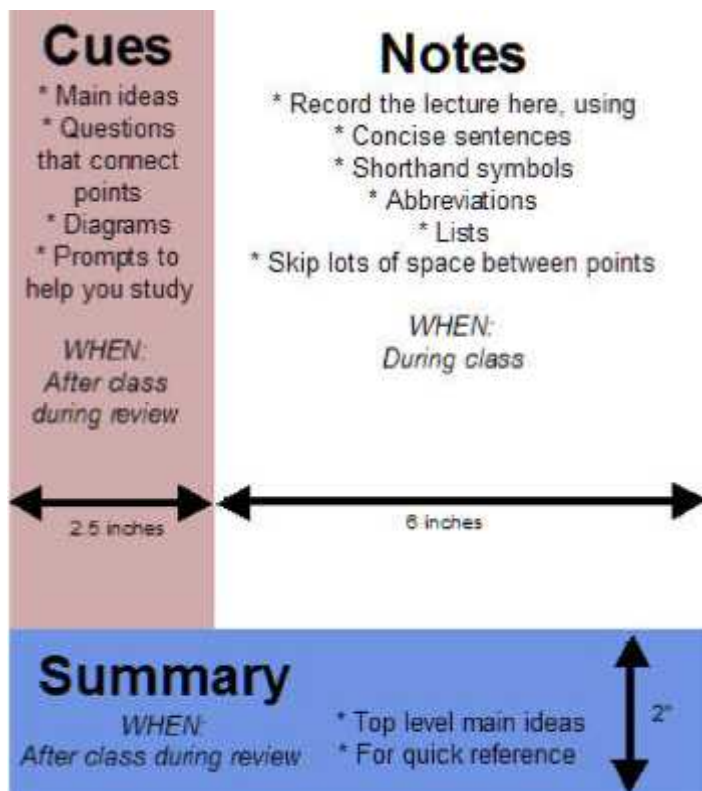


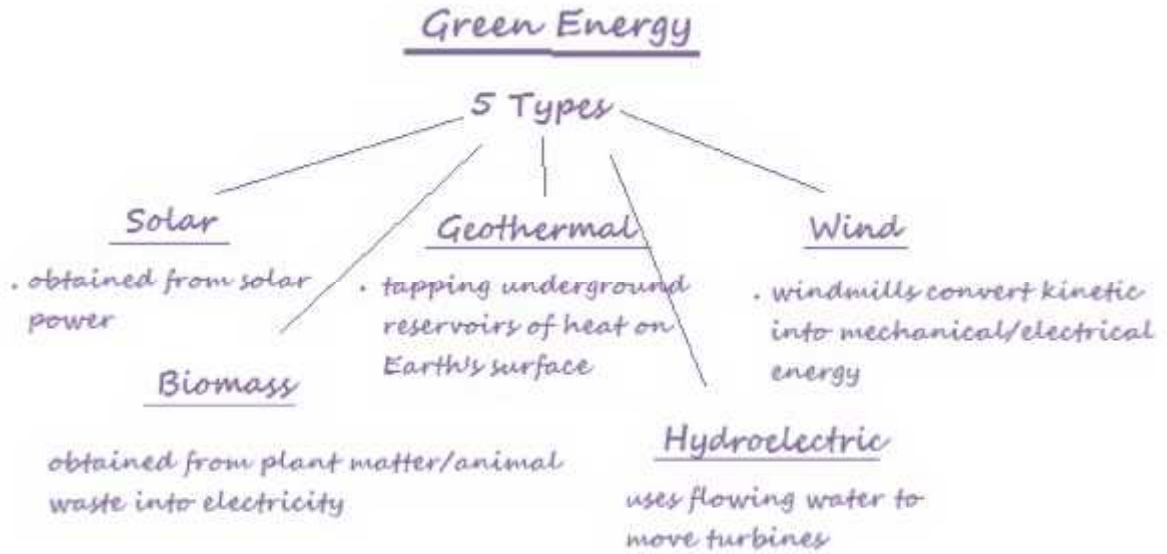
Figure 01: The cornell method example

3.2.The Outline Method

Rauschhaupt (2010), explained that in the outline method, information of the lecture is used one after the other using dashes at the beginning of each new idea, and no other type of numeration is used. According to him, one of the criticism to this method is that there is no difference between one important idea and another which is not. He stated that , “ this format can be most effective when your note-taking skills are super and sharp and you can handle the outlining regardless of the note-taking situation” . It means that if the students master the note-taking skills, and/ or they are experts in this type they can apply it in different situations.

3.3.The Mapping Method

According to Rauschhaupt (2010), The Mapping applies using graphics in taking the notes of the lecture and, it gives the lecture a visual representation. This method helps to develop critical thinking. John and Mort (1994) called it” concept mapping” and recommend using A4 size papers to add as much notes as students can. This type of note-taking is used mainly when there is no other way to present a lecture. Figure02 is an example of the mapping method.



Figur02: The mapping example

3.4.The Charting Method

Rauschhaupt (2010) stated that the Charting Method is used more when the lecture is different like chronology or historical events. He explained that learners in this type are required to draw in advance on their notebooks columns with titles which allow them to fill them with appropriate information which make them save time, and students need to write sub-titles and the suitable information related to it under them. It means that information is organized and summarized in charts, as it is shown in the bellow figure.

| THEORIST | COUNTRY OF ORIGIN | YEARS ACTIVE | STAGES OF CHILD DEVELOPMENT |
|--------------|--------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jean Piaget | Switzerland | 1920s through 1970s | <ol style="list-style-type: none"> 1. sensorimotor (0–2) 2. preoperational (2–7) 3. concrete operational (7–12) 4. formal operational (12–adulthood) |
| Erik Erikson | Denmark (studied in Austria, emigrated to US in 1930s) | 1930s through 1980s | <ol style="list-style-type: none"> 1. trust vs. mistrust (infants) 2. autonomy vs. shame and doubt (toddler) 3. initiative vs. guilt (preschool-K) 4. industry vs. inferiority (elementary school) 5. identity vs. role confusion (teen years) <p>***See also stages of adult development.</p> |

Figure03: The charts method example

3.5.The Sentence Method

Rauschhaupt (2010), explained that in the sentence method each new idea is written in a separate line and numeration is very important. According to him, this method is very useful when the lecture is organized, but it will be very heavy when the content is delivered too fast. It means, students in this type use the simple way that is separate sentences to take lecture notes. One of the advantages of this method according to Rauschhaupt (2010), is that students can not make differences between important and unimportant ideas, and the difference between this method and other methods is that in the others, there is no use of full sentences, but the use of short forms and phrases is needed.

4.Notetaking Skills

Suritsky and Hughes (1991) stated that note-taking involves four major skills: listening, cognitive processing, recording lecture content, and reviewing the noted information. According to Williams & Eggert (2002) the first two skills take place at the same time with the recording

following in few seconds. Concerning reviewing, they stressed that it should begin after each class, but it is often delayed until an examination time.

4.1.Listening

Williams and Eggert (2002) stated that despite the difficulty to differentiate between listening and cognitive processing especially because they take place in the same time, there is''a subtle'' difference between them. They distinguish listening by equating it with paying attention. Therefore, listening can be substituted by paying attention when taking-notes. They stressed that if students' attention is not focused on what is being said, there is little chance that meaningful processing and recording would happen.

4.2.Cognitive Processing

According to Suritsky and Hughes (1991) cognitive processing consists of two stages: the first is, understanding each idea, and the second, connecting that understanding with one's existing knowledge. Williams and Eggert (2002) noted that students often record the instructor's exact words which leads to the memorization rather than the comprehension of the material. Whereas, reviewing the instructor comment in one's words is more beneficial because according to them it reflects a high level of processing.

4.3.Recording

Williams and Eggert (2002) stated that recording happens when students write down their interpretation (from processing) of the information on paper. They also pointed out that the first challenge in note-taking is to make the balance between listening, processing, and recording, and the notes won't be efficient if they don't achieve this balance. They stressed also that note takers

should be able to distinguish between the main ideas and subordinate information as the most effective notes should contain, clarify the whole framework of a class and consider critically that framework.

4.4.Reviewing

Kiewra (1989) stated that recording notes is not an effective activity unless those notes are reviewed later. He argued that note-taking has its greatest influence when students take their own notes and review them before testing. Williams and Eggert stated that irrespective of the note-taking procedure or the nature of the notes, how one reviews the existing notes can make a difference in his performance. They also mentioned that students often review in a relatively passive way, by simply reading through their notes and trying to remember the lecture comments. Kiewra et al. (1991) found that students who take notes but do not review, get lower score than the students who review notes before the exam. They also found that the students who do not attend lectures but are given notes to review perform almost as well as the students who review their notes.

5.Factors Affecting Students' Ability to Take Notes

5.1.Pacing and cueing

According to Kaplan and Deerman (2001) there are two factors that have particularly strong impact on students' ability to take notes: 1) pacing, which includes both speed of delivery and the amount and difficulty of information delivered; and 2) cueing, which involves verbal and visual signals of emphasis, structure, and relationships. They stated that appropriate pacing is affected by the complexity and familiarity of the material, i.e, when lectures contain complex or

unfamiliar material, instructors should try to move more slowly to allow students to record the relevant information. Moreover, they argued that, instructors can also make balance between the amount of new versus familiar, and simple versus complex material when possible. On the other hand, when the lecture material is easy to understand or familiar to learners, instructors can choose the pace that helps the students to keep focused easily.

Kiewra (1989) stated that cueing during lecture such as(i.e. asking questions, repeating important information, explicitly stating what is important) is helpful along with writing on the board, using power points and recording the lectures to help students reviewing them.

5.2.Prior Knowledge

Kiewra (1989) indicated that learners who are familiar with lecture content from connections whether they took notes or not while those who possess less prior knowledge are more likely to rely on note-taking as a strategy to built connections. He stated that among learners who lack prior knowledge, note-takers perform better on far-transfer tasks than non note-takers, who perform better on near-transfer tasks since far-transfer tasks require general conceptual information while near-transfer tasks require connections between concepts developed during class and new applications.

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

5.3.Strategic Knowledge

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

They hypothesized that strategic knowledge may be more important factor related to performance than prior content knowledge. They found that people who were provided with strategic knowledge were still able to understand tasks’ demands and perform better even if they did not previously have high prior knowledge. They concluded that persons need to be able to identify when and why they take notes so that to ensure better performance.

5.4.Learning Styles

Tileston (2005) mentioned that learners are of three types: visual, auditory, and kinesthetic. Visual learners are considered the majority of learners. During a study session, they tend to use a visual style to record their notes. Such as mind-mapping, notes constructed of shapes, colors, sketches, and pictures. These learners prefer to learn from books, pictures, maps, and diagrams. Visual learners tend to watch the face of the lecturer while they attempt to imagine the details of the instruction.

According to her auditory learners are best engaged while listening to, and discussing, information. They tend to make up 20% of the classroom. Lecture is their preferred instructional style, and consequently they perform well in the traditional school structure.

She added that kinesthetic learners perform best when movement and touch are closely involved in the learning process.

6. The Link Note-taking and Test performance

Note-taking is a skill which undoubtedly reflects the well understanding of the course content in class at the first place, which means the easy retention of information and which obviously facilitates at a great extent the revision later and thus, the easy recall of concepts and ideas during tests.

The body of research on note-taking show that in general, taking notes in class and reviewing those notes later positively impacts student learning (Bligh 2000; DeZure, Kaplan, & Deerman 2001; Kiewra et al 1991). Moreover, research showed that students recall more lecture material if they record it in their notes and perform better on'' tests of recall and synthesis'' than students who do not take notes (Kiewra et al 1991). More specifically, Boye (2012) explained that note-taking serves two distinct functions for students''external storage and cognitive encoding'';

- External storage: which are according to him the notes and which serve as a place to keep knowledge and information for later review and this is as he argues, undoubtedly a vital function, particularly when it is paired with review of those notes.
- Encoding of information: as Boye (2012) explained we might not realize that the notetaking process also serves as vital function in helping''to write'' the information on the brain. Furthermore, he stated that''people better retain materials that they have generated themselves (personal notes) than materials generated by others (some one's else notes), and students actually begin to learn and memorize during notetaking, particularly when engaged in deep comprehension''.

Conclusion

Whatever was the method or style learners use to make notes during lectures. Collecting random notes for several weeks and expecting them to be beneficial for exams and /or tests is a step for failure. Teachers can teach the learners, but the learner himself should be aware of the various strategies and skills, and choose the ones that suits his needs. Preparing for, taking, and studying the notes is an important part of becoming a successful learner and getting better achievement in exams and tests.

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Section two Testing

Introduction

Testing around the world has been always known as a means to measure students learning and monitor classroom performance. In this section we will be dealing with the components of language tests, factors related to test construction and factors affecting test performance.

1. Definition of Testing

Brown (2002) defined Testing as follows : ‘‘ a method of measuring a person’s ability or knowledge in a given domain’’. Backman (1990) referred to an educational test as’’ a measurement instrument which is designed to elicit a specific sample of an individual’s language behaviour’’. In other words, when testing, a series of questions are administered in order to check the level of learners and their degree of success in learning.

2. Test Tasks

Test tasks can be defined as; the activities that involve test taker ‘‘ in using language for the purpose of achieving a particular goal or objective in a particular setting closely associated with, or situated in specific situation, goal oriented ‘‘(Backman and Palmer, 1996,p.44).

Backman and Palmer (1996) point out that when designing the test tasks we need to pay attention to three aspects. First, the characteristics of the test taker should be determined on the bases of the characteristics of real language users. Second, the test performance should be

outlined according to real language use (how people use the language) in target language situations. Third, the characteristics of test tasks need , to a great extent, to correspond to the characteristics of the target language use tasks. To summarize the principles of this rule, the authors stated that we need to” consider that language used on tests as a specific instance of language use, a test taker as a language users in the context of language test, and a language test as a specific language use situations”(p.58).

2.1.Characteristics of Test Tasks

Backman and Palmer (1996) identified a’ framework’ of the test task characteristics, explaining the following five aspects : the setting ; the rubric, the input, the expected response, and the relationship between the input and the output . The aim of these principles is to enable test designers to compare “ the characteristics of target language users and test tasks and assess their authenticity ”(p.47).

2.1.1.The Setting

The setting indicates the “the physical and temporal circumstances which...include the physical characteristics, the participants, and the time of the task”(Chapelle &Douglas, 2006,p.22). The characteristics of the physical setting include for instance; the location where the test will to take place, the level of the noise, the lighting conditions, and degree of comfort (Backman &Palmer, 1996). Examples of this can include, the delivery of material like pens, papers and computers etc. The participants and for example how they are familiar to each other. The third aspect concerns the timing of the task. This element examines the extent to which the standarization of the test administration time is appropriate to the whole number of test takers (Backman,1990).

2.1.2.The Test Rubric

The test rubric refers to “the facets that specify how test takers are expected to proceed in taking the test” (Backman, 1990, p.118). These include four factors : the test structure , the task instructions, the test and task duration, and the scoring procedures. The test structure consists of the number and types of tasks and how they are combined together to form a test. Concerning the instructions, they represent “the means by which the test takers are informed about the procedures for taking the test, how it will be scored, and how the results will be used ”(Backman &Palmer, 1996, p.50). That is why Backman and Palmer (1996) stressed that they need to be clear and explicit. According to them instructions are composed of three elements: language, channel (aural or visual), and specification of procedures and tasks. The third element as explained, identifies to test takers the way in which they are to interact with the tasks. For example, should their responses be lengthy or brief, with or without illustrations. The third factor “ test duration” refers to whether the design of the test tasks allows all the test takers to complete them within the given period of time. For the scoring method, it specifies how the scores will be assigned to test takers.

2.1.3.The Test Input

According to Backman and Palmer (1996) the input “ consist of the material contained in a given test task TLU task, which test takers or language users are expected to process in some way and to which they are expected to respond ”(p.52). This material is presented in terms of format and language. The format is the way test tasks are presented to examinees including :the channel, the form, the language, length, type and degree of speededness which refers to “ the rate at which the test taker or language user has to process the information in the input”(p.53).

Concerning language characteristics, these are about the language competence included in the test such as, grammar, punctuation or functional knowledge.

2.1.4.The Test Expected Response

The expected response refers to “what the test developers intend that test takers do in response to the task they have attempted to set up by means of the rubric and the input ”(Chapelle & Douglas, 2006,p.60). On their part, Backman and Palmer (1996) see the characteristics of the expected response as “the physical response we are attempting to elicit by the way the instructions have been written, the task designed and by the kind of input provided ”(p.53). And we should according to them bare in mind that some test takers may not understand the instructions, or may respond in a way that is not expected, that is why test developers distinguish two types of responses : the expected response and the actual response.

3.Test Takers’ Characteristics

Language testers stress the fact that not only test tasks which should correspond to real life tasks, but the characteristics of test takers should also correspond to a great extent, to the characteristics of real-life language users. Test takers’ characteristics including personal attributes, topical knowledge, affective schemata, and levels of language ability, they are not considered as a part of the construt that is to be measured but, still have their impact on the interpretations and underlying circomstances that we provide for students’ scores. The failure to consider one of these concepts will question the whole criteria of test usefulness. (Backman and Palmer, 1996).

3.1.Personal Characteristics

Personal characteristics can be defined as the individuals' "attributes that are not a part of the test takers' language ability but which may still influence their performance on language tests" (Backman and Palmer, 1996, p.64). According to Backman and Palmer (1996), there are seven characteristics including factors like age, gender, nationality, immigrant status, native language, level and type of general education and prior experience with a given test.

3.2. Topical Knowledge

Topical knowledge refers to the type of the knowledge that test takers have previously acquired from their real-life experience and which they bring to a given testing context (Luoma, 2004). Therefore, because test takers are considered to have different topical knowledge, the test should cover the different areas of interest. Concerning the formal education, the topical knowledge is related to the students' field of speciality. In the Algerian university for example, tests which include information on mechanics may be easy for students who have been studying mechanical engineering, the same for topics on business and so on.

3.3. Test Takers' Affective Responses

Affective response can be defined as "the emotional correlates of topical knowledge which provide the basis on which language users assess, consciously or unconsciously, the characteristics of the language use task and its setting in terms of past emotional experience in similar contexts" (Backman & Palmer, 1996, p.65). This response is believed to determine the way test takers will interact with tasks. This means that, these schemata can affect either positively or negatively "the flexibility" of the students in responding to test tasks. Language testers recommend that test should include or at least start with "tasks at the level of language with which the test taker feels comfortable and at ease" (p.66).

3.4.General Profile of Language Ability

This type of characteristics according to Backman and Palmer (1996), indicates the test takers' level of language and ability in performing different tasks and skills. Identifying these characteristics facilitates the test design for test developers and gives them feedback about the area of language ability in which students can perform better or bad.

4.Factors Affecting Students' Test Scores

The factors affecting test scores can be classified into four major categories (Backman, 1990; Backman, & Palmer, 1996). These include the different sectors of the language knowledge we intend to measure; test takers' personal features which do not constitute a part of the construct that we want to assess; criteria relevant to test tasks and rating procedures; and finally, unpredictable random errors (Backman, 2004).

Concerning the aspect of language ability that we intend to assess, the score variance is related to test takers' different levels of the language competence. And differences in scores related to this factor should not be considered as errors. On the contrary, this variance is referred to as 'reliable variance'. According to Backman (2004) "differences in test takers' performance will be related to differences in test takers' level of ability ...and test score variance that is associated with this factor is thus considered to be 'reliable variance'"(p.155).

The same for the personal characteristics that do not form a part of the ability we intend to assess, it include test takers' stable attributes like the differences in age, gender, cognitive abilities, educational, cultural, as well as background knowledge. The type of variance related to these

characteristics is systematic and it is not considered as an error of measurement because the candidates who differ on these attributes may perform differently on the test.

The third factor is related to the test method characteristics and the testing procedures. The impact of these aspects on examinees is not the same. This means that the task design can fall in the advantage of one type of students and the opposite for the other type. The second factor concerns the testing procedures such as test administration, the time allowed for the test, and the human and material resources. When these elements are not standard for all types of students their scores certainly will be affected and have some variance.

The fourth factor is called random errors. Unlike the systematic ones which effect only a particular group of test takers, the impact of random is unpredictable. Random errors have two main categories. There are errors that are associated within the test takers themselves, and errors external to them. The first category includes “fluctuations in the level of an examinees’ motivation, interest, or attention and the inconsistencies application of skills are clearly internal factors that may lead to score inconsistencies” (Bachman, 1990).

In summary, the factors that can effect test scores consist of reliable variances (differences in levels of language ability), test bias (related to personal attributes), systematic errors (related to test difficulty, test administration and scoring criteria) and unpredictable errors (random, or measurement errors). Bachman (1990) stated that the investigation of reliability responds to two main questions “how much variance in test scores is due to measurement errors? And ‘how much variance is due to factors other than measurement errors?’ (p.238). The second question refers to the systematic errors and test bias which can effect a certain type of test takers. These can be reduced by minimizing the source of bias. And for measurement errors it can be

controlled by standardizing of the scoring procedures, rater training, the increase in the number of observations, as well as the reinforcement of intra rater and inter rater.

5. Test Taking Strategies

When taking a test, a student is tested on two things : his or her knowledge about the subject and his or her knowledge about taking a test. Test -taking strategies address the latter. Cohen and Upton (2007) define test taking strategies “as those processes which respondents have selected and which they are conscious of, at least to some degree ”. And according to Rogers and Harley (1999), test taking strategies enable learners to use the characteristics and the format of a test to increase scores in a test-taking situation. Examples of these strategies include: reading the instructions carefully, scheduling the allocated time appropriately, making use of clue words in the questions, delaying answering difficult questions, reviewing the work in order to check the answers etc.

Al Fraidan (2011) reported that these test-taking strategies have both direct and indirect effects on students’ performance. Directly, these strategies help students increase their scores in tests through the effective use of their time, effort, and test conditions. Indirectly, using appropriate test-taking strategies affects other related but important factors such as, reducing test anxiety and improving students’ attitudes towards tests. He stresses the fact that some students do poorly in tests because of the lack of test-taking strategies or the use of poor ones while, students who have or acquired test-taking strategies or skills will positively affect their testing competency, and hence, their academic performance. Moreover, studies proved that those students with test-taking strategies (1) have improved attitudes toward tests; (2) have lower levels of test anxiety; and (3) achieved better.

Conclusion

In section two, while reviewing the related literature, we explored aspects related to test administration, different characteristics of the test takers and factors that may influence their performance. Moreover, we discovered test taking strategies and their benefits for learners.

Chapter Two

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Chapter Two: Field of Work

Introduction

The current study is undertaken in order to investigate teacher's and student's attitudes towards the role of notetaking strategy in enhancing EFL learners' performance in tests, in the department of English language at Larbi Ben Mhidi University of Oum El Bouaghi, we designed and distributed two questionnaires. One was for third year students, and the other was for teachers. This chapter includes a description of the questionnaires, items administration, sample and analysis of the results interpretation.

Part One:

1. Students' Questionnaire

1.1. Sample

Our population of interest is students of English, and our sample is University of Oum El bouaghi, Department of English. Students who were asked to fill up the questionnaires were chosen randomly. This was distributed to fifty third year EFL students.

1.2. Administration of The Students' Questionnaire

The questionnaire was administered by us in a good situation, it was distributed hand to hand to fifty students., in Oum El bouaghi University; Department of English. The questionnaire took the students, nearly 10-15 minutes of their time.

1.3. Description and Analysis of The Students' Questionnaire

1.3.1. Description of The Students' Questionnaire

This questionnaire consists of (16) closed and open questions, it is organized into four sections.

Section One: The student's Profile (Q1 & Q2)

The first two questions are about the general information of the students' profile: gender, and level in English.

Section Two: Student's Attitudes Towards Testing (Q3-Q6)

The second section is about students' attitudes towards testing, how often they are tested, how is their grades in tests and the useful strategies to improve their performance in tests.

Section Three: Student's Attitudes Towards Note-taking (Q7-Q13)

This section is about students' attitudes towards note-taking, how often they take note and how they take them, the questions are also about student's aim behind taking the notes, if they face any difficulties in taking notes, they are also about the relation between testing and note-taking processes.

Section Four: (Q16)

This section is devoted for any suggestions from the students about the role of note-taking in enhancing their performance in tests.

1.3.2. Analysis of The Students' Questionnaire

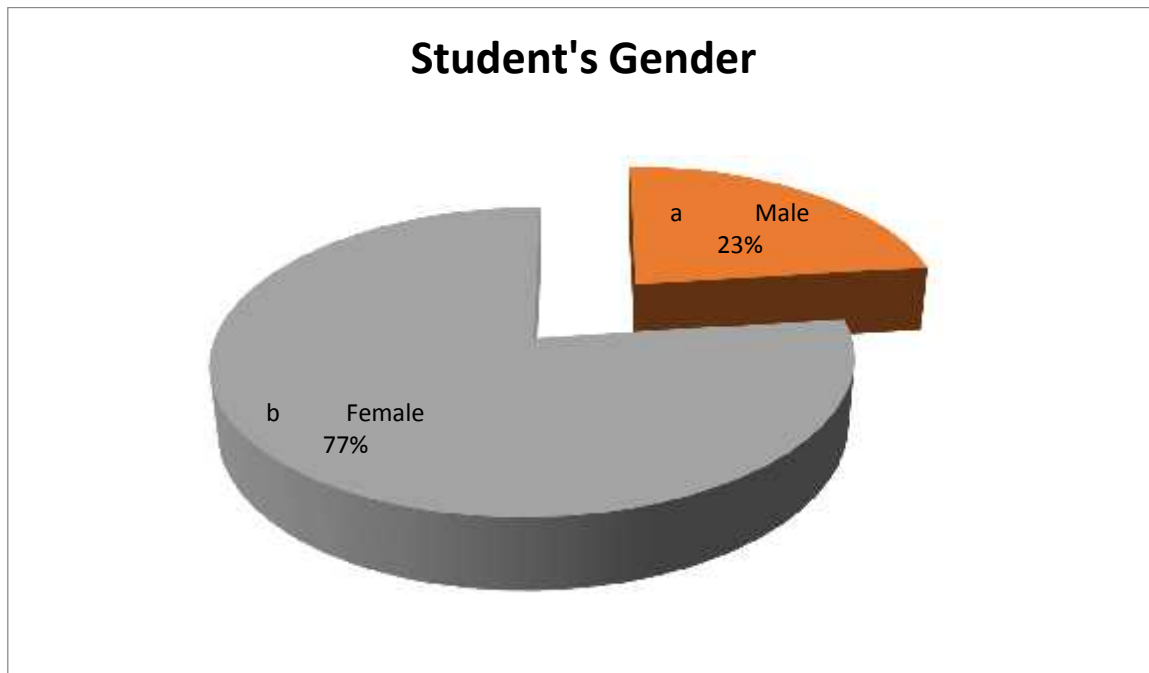
In this part, data will be treated in tables and graphs, and the information will be presented and analysed according to the order of items in form of percentages and in form of short paragraphs.

Section One: Student's Background Information

Question1: The gender.

Table1: Student's Gender

| Option | N° | % |
|----------|----|------|
| a Male | 9 | 23% |
| b Female | 30 | 77% |
| Total | 39 | 100% |



Graph1: Student's Gender

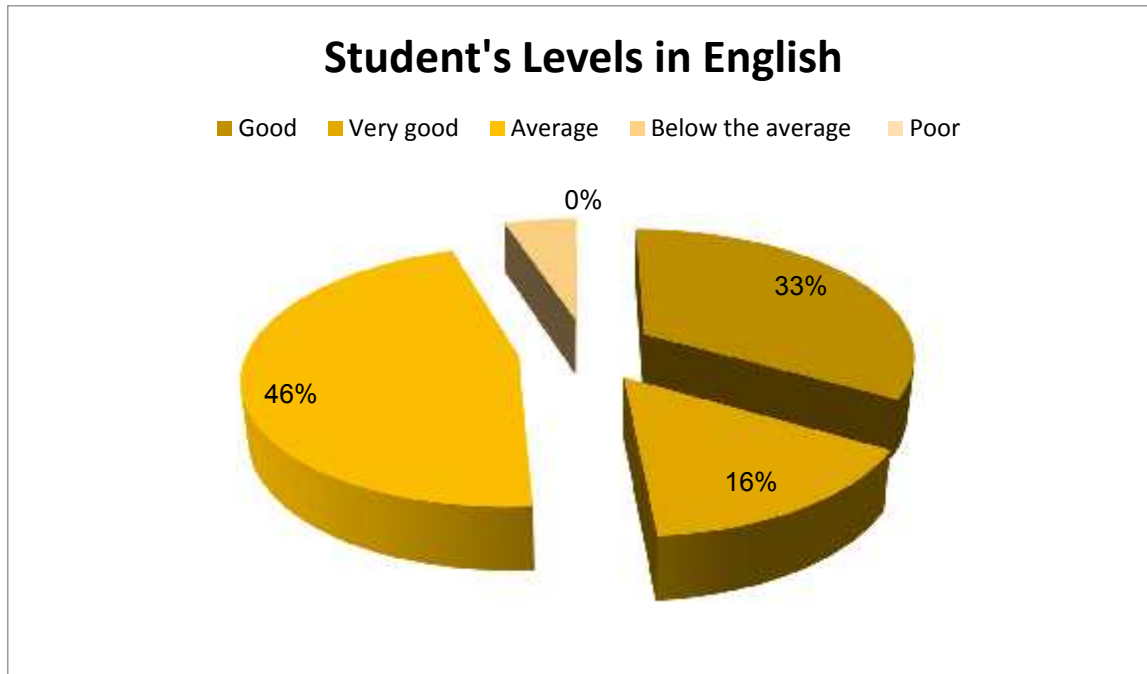
As illustrated above in the Table and Graph, the majority of the participants who answer the questionnaire are female learners (77%), while male represent 23%.

Question2 How do you consider your level in english ?

Table2: Student's level in english ?

| Option | N° | % |
|-------------------|----|------|
| Good | 13 | 33% |
| Very good | 6 | 16% |
| Average | 18 | 46% |
| Below the average | 2 | 5% |
| Poor | 0 | 0% |
| Total | 39 | 100% |

Graph2: student's levels in English



Results show that (46%) of third year students of English in Oum El Bouaghi University consider their levels to be average, while 33% of them said that they are of a good level, 16% report that they are very good in English and 5% of the students said their level is below the average.

Section Two: Student's Attitudes Towards Testing

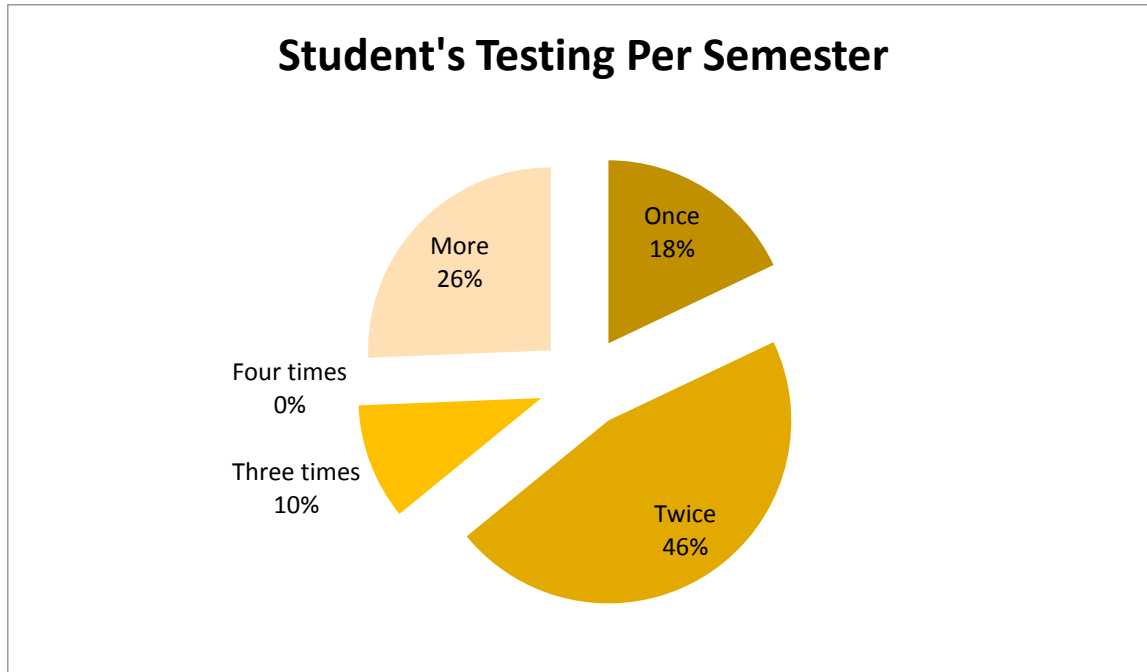
Question3 How often do you have tests per semester ?

Table3: Student's testing per semester

| Option | N° | % |
|-------------|----|-----|
| Once | 7 | 18% |
| Twice | 18 | 46% |
| Three times | 4 | 10% |
| Four times | 0 | 0% |

| | | |
|----------------------|----|------|
| More than four times | 10 | 26% |
| Total | 39 | 100% |

Graph3: Frequency of test -taking



Results show that 46% of the participants said that they are tested twice in each semester, while 26% of them said that they have tests more than four times, 18% said they are tested only once and (10%) three times a semester, also no one (0%) ticked the choice of four times.

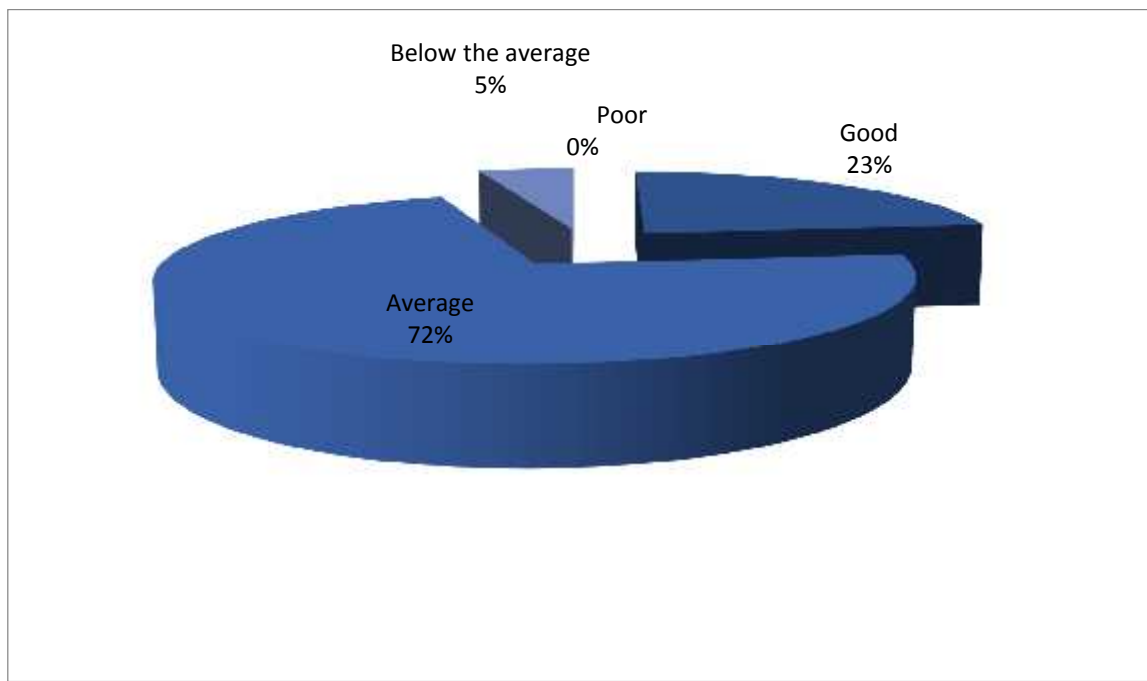
Question4:How would you rate your performance in tests ?

Table4: Student's rates of their performance

| Option | N° | % |
|--------|----|-----|
| a.Good | 9 | 23% |

| | | |
|---------------------|----|------|
| b.Average | 28 | 72% |
| c.Below the average | 2 | 5% |
| d .Poor | 0 | 0% |
| Total | 39 | 100% |

Graph4: Student's rates of their performance in tests



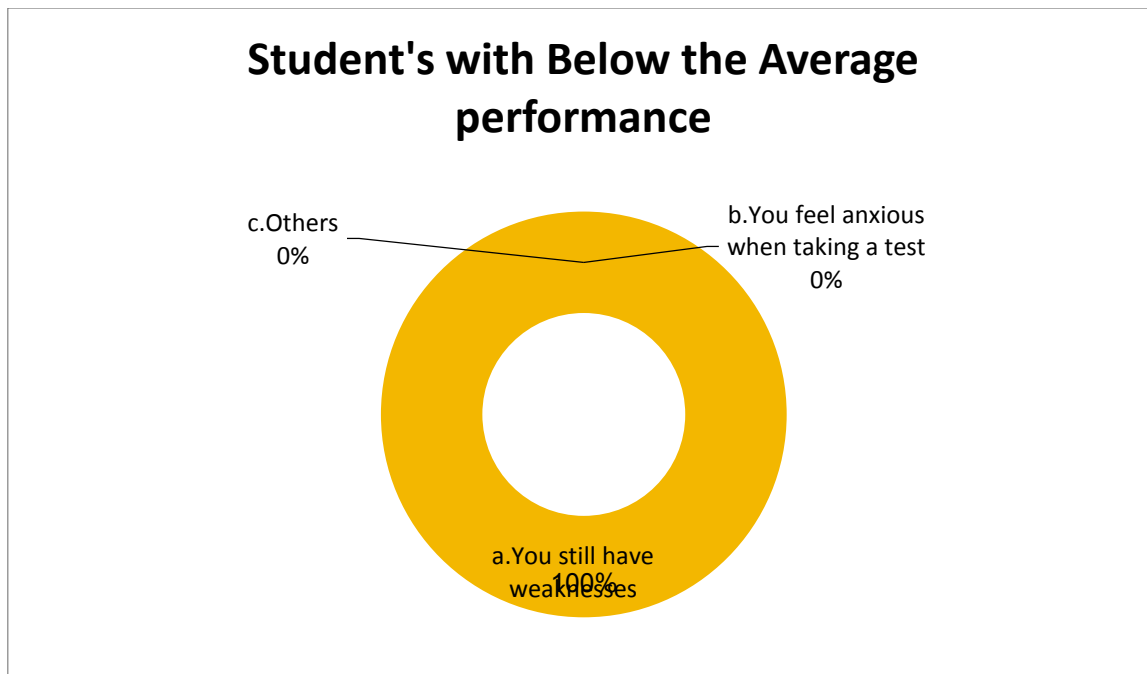
As we can see in the table(4) and graph(4), the majority of the participants (72%) claim that they are of an average performance in tests and (23%) rate their performance as a good one, while only (5%) report that their performance is below the average, no one said that their performance is poor.

Question5 If your answer is c or d, is it because:

Table5: Reasons of below the average performance

| | | |
|---------------------------------------|---|------|
| a.You still have weaknesses | 2 | 100% |
| b.You feel anxious when taking a test | 0 | 0% |
| c.Others | 0 | 0% |

Graph5: Explanation of below the average performance



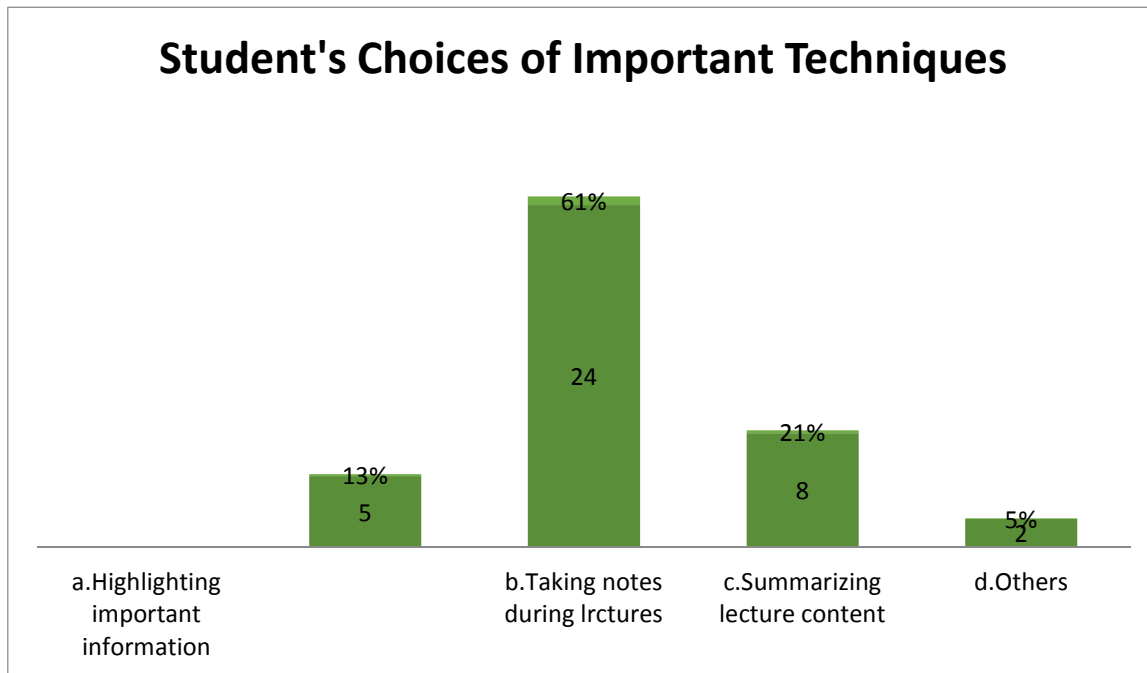
There are two students who said that their performance in tests is below the average, and both of them justified their answers saying that they still have weaknesses.

Question6:What is the most important technique that helps in improving your performance in tests ?

Table6: Student’s choices of techniques to improve their performance

| Option | N° | % |
|--------------------------------------|----|------|
| a.Highlighting important information | 5 | 13% |
| b.Taking notes during lectures | 24 | 61% |
| c.Summarizing lecture content | 8 | 21% |
| d.Others | 2 | 5% |
| Total | 39 | 100% |

Graph6:Students’ choices of useful techniques



As it is illustrated in the table (6) the majority of the participants have chosen the taking notes as the most useful technique for improving their performance in tests, 13% have chosen highlighting, 21% for summarizing while (5%) gave other suggestions such as; recording the lecture and paying attention in class.

Section Three: Student’s Attitudes Towards Note-taking and Test Performance

Question7: To what extent is taking notes important in the learning process ?

Table7:The importance of note-taking

| | | |
|------------------------|----|------|
| a.Moderately important | 9 | 23% |
| b.Not important at all | 4 | 10% |
| c.Very important | 26 | 67% |
| Total | 39 | 100% |

Graph7:The importance of note-taking

Student's Choices about Note-taking Importance

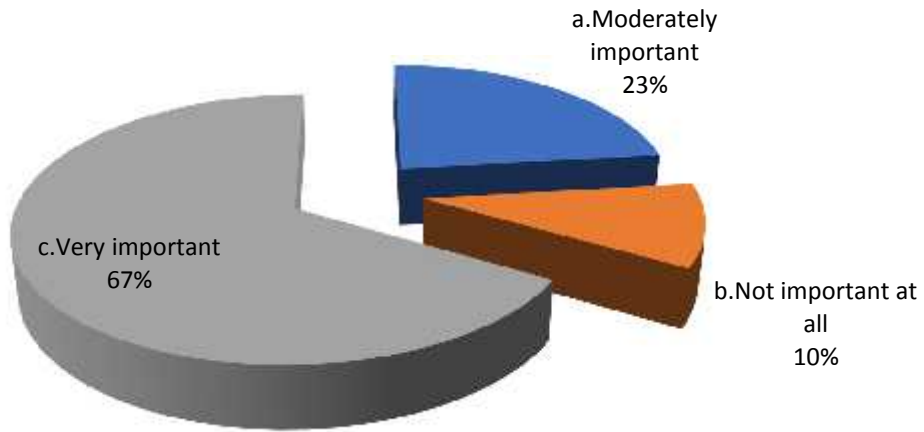


Table (7) show that the majority of participants (67%) believe that notetaking is very important, while 23% said it is moderately important. Only 10% of the students think that it is not important.

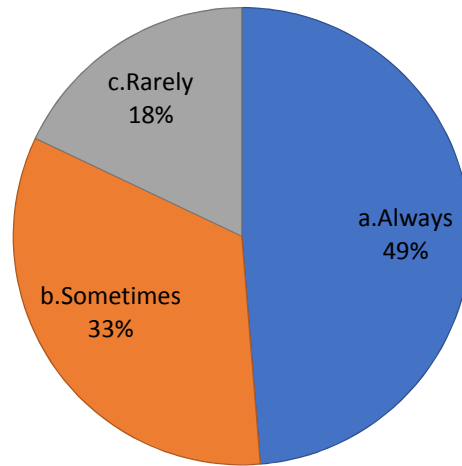
Question8: How often do you take notes while the teacher is lecturing ?

Table8: Frequency of student's note-taking

| Option | N° | % |
|--------------|----|------|
| a. Always | 19 | 49% |
| b. Sometimes | 13 | 33% |
| c. Rarely | 7 | 18% |
| Total | 39 | 100% |

Graph8: Frequency of students' note-taking

Frequency of Student's Note-taking



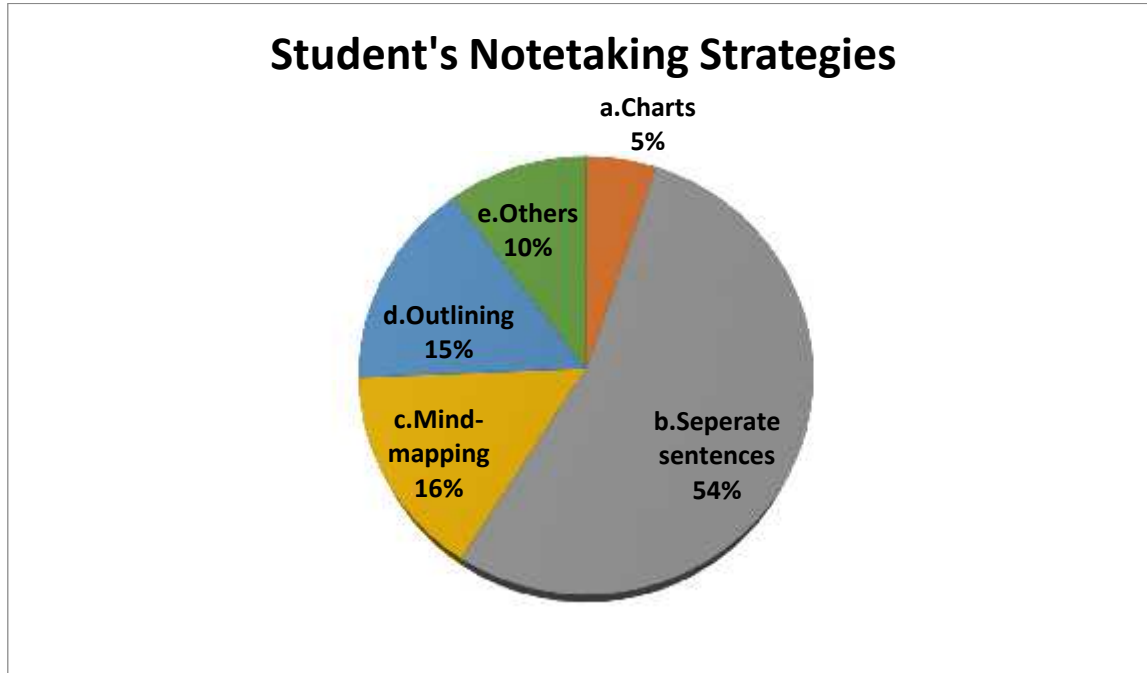
The results show that nineteen of the participants, making up (49%) of the sample always take notes, 13 said that they sometimes take notes and the minority of students (18%) claim that they rarely take notes in class.

Question9:To take notes you generally use:

Table9:Student's note-taking strategies

| Option | N° | % |
|----------------------|----|------|
| a.Charts | 2 | 5% |
| b.Seperate sentences | 21 | 55% |
| c.Mind-mapping | 6 | 15% |
| d.Outlining | 6 | 15% |
| e.Others | 4 | 10% |
| Total | 39 | 100% |

Graph9: Student's strategies of taking notes



We can observe from the answers illustrated in table and graph (9) that more than the half (54%) of the sample take notes in form of seperate sentences, then (16%) of them use the mind-mapping approximately the same as the outlining method with (15%) of the sample, 5% of the students use charts, whereas (10%) use other methods such as recording and also using symbols to save time and follow the teacher.

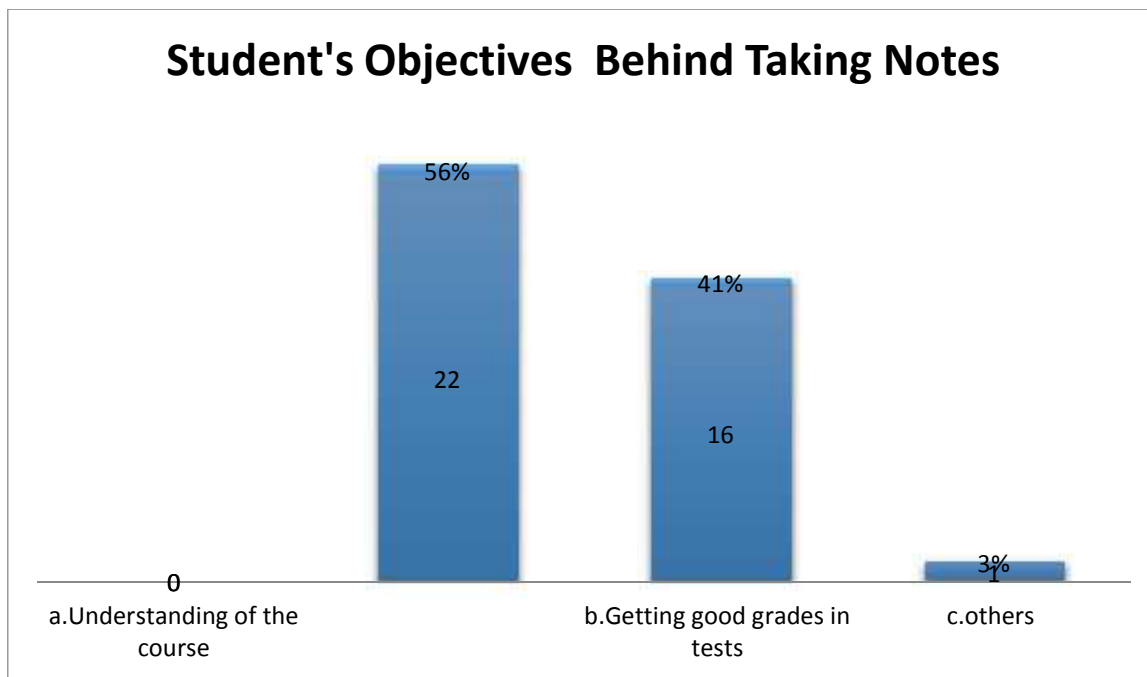
Question10: The objective behind adopting note-taking strategy:

Table10: Student's objectives behind taking notes

| Option | N° | % |
|--------|----|---|
|--------|----|---|

| | | |
|--------------------------------|----|------|
| a.Understanding of the course | 22 | 56% |
| b.Getting good grades in tests | 16 | 41% |
| c.others | 1 | 3% |
| Totale | 39 | 100% |

Graph10: Student’s objectives behind taking notes



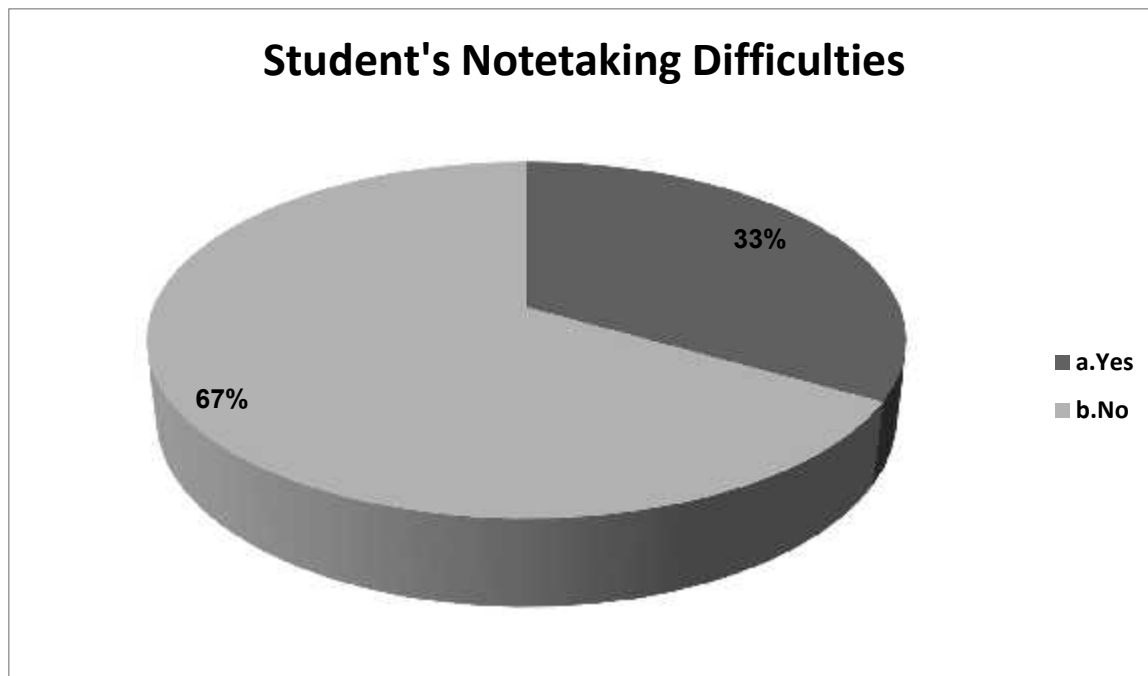
The table and graph (10) show that the main objective of more than the half of the sample when taking notes is to understand the course at the first place, then getting good grades in tests (41%) of the sample choose this option and (3%) gave another objective related to the two first ones which is lecture memorization.

Question11: Do you face any difficulties in taking notes of the lesson ?

Table11: Notetaking difficulties

| | | |
|-------|----|------|
| a.Yes | 13 | 33% |
| b.No | 26 | 67% |
| Total | 39 | 100% |

Graph11: Notetaking difficulties



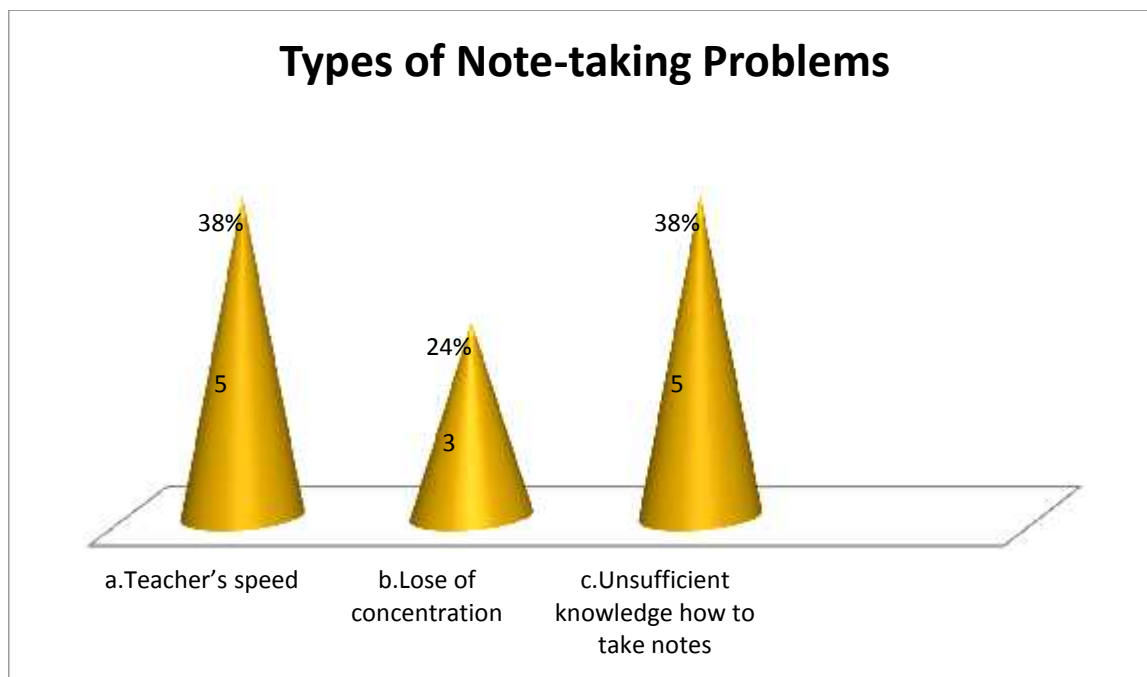
The table and graph (11), portray that a percentage of twenty six of the participants do not face any difficulties when taking notes, while thirteen students answered by yes to this question.

Question12: If Yes give an example or examples of these difficulties.

Table12:Problems of taking notes

| Types of problems | N° | % |
|---------------------------------------------------|----|------|
| a. Teacher's speed | 5 | 38% |
| b. Loss of concentration | 3 | 24% |
| c. Insufficient knowledge about how to take notes | 5 | 38% |
| Total | 13 | 100% |

Graph 12:Problems of taking notes



As the table and the graph show, there are (13) participants who answered by yes to the question of note-taking difficulties , 38% of them said that those problems are related to the instructor's speed of lecturing, the others (38%) said that they lack the sufficient knowledge of

how to take notes, and 24% their answers were ‘I can not concentrate and take notes at the same time’.

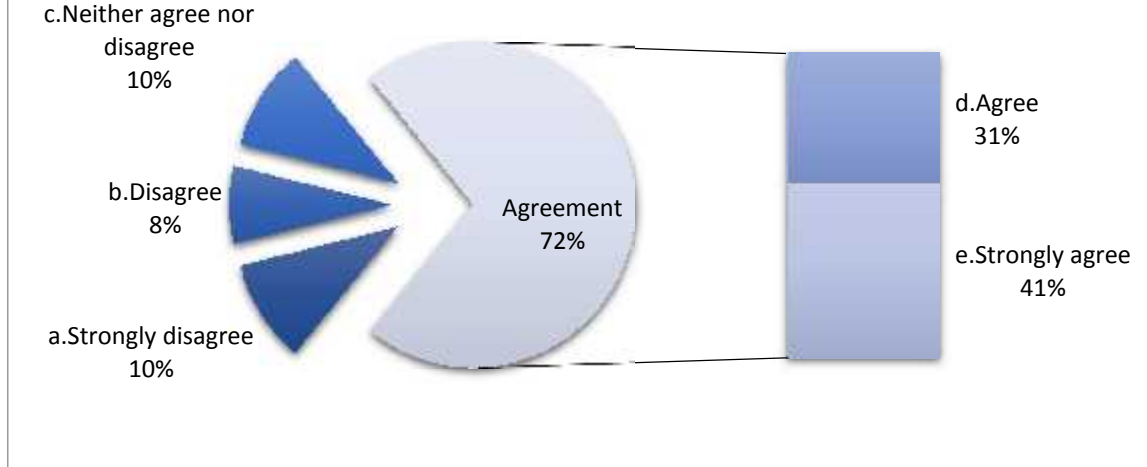
Question13:Note-taking is effective in simplifying and organizing the lecture content.you

Table13:Student’s agreement about note-taking benefits

| Option | N° | % |
|------------------------------|----|------|
| a.Strongly disagree | 4 | 10% |
| b.Disagree | 3 | 8% |
| c.Neither agree nor disagree | 4 | 10% |
| d.Agree | 12 | 31% |
| e.Strongly agree | 16 | 41% |
| Total | 39 | 100% |

Graph13:Represents student’s agreement about the note-taking benefits

Student's Agreement about Notetaking Benefits



The data illustrated in table and graph(13), show the agreement of the majority of students; 31% agree and (41%) strongly agree about the benefits of note-taking in simplifying and organizing the lecture content. However, 18% of them was divided between those who strongly disagree and disagree about it. Four students were neutral.

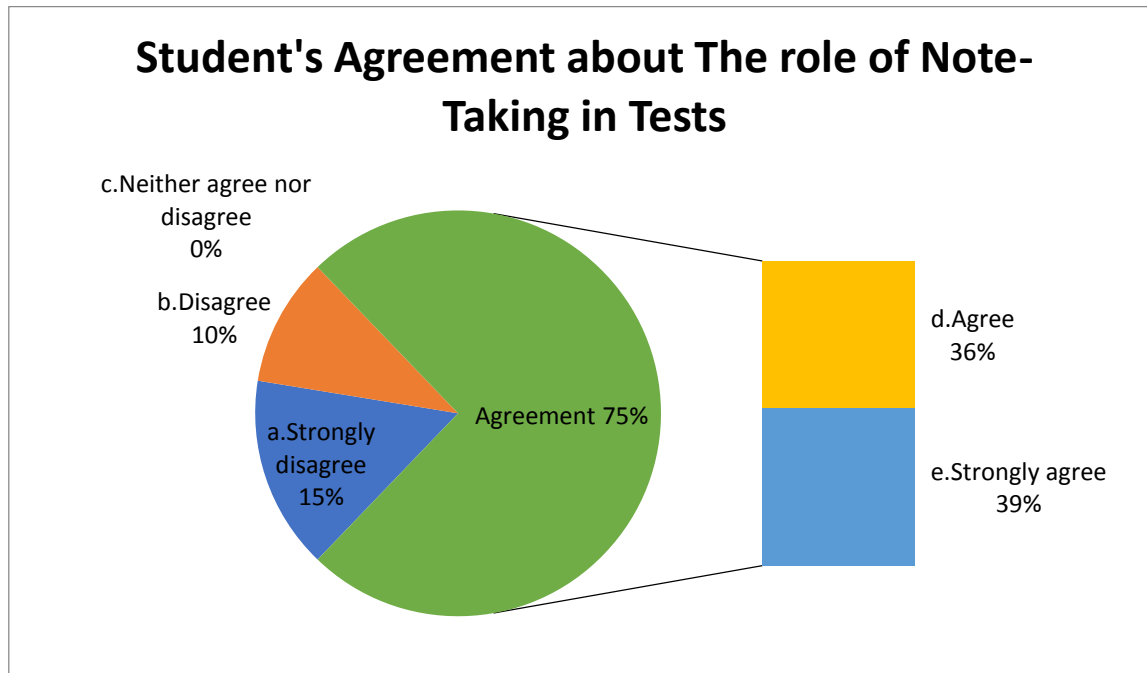
Question14:Note-taking helps you to perform well in tests. Do you

Table14:Student's agreement about the role of note taking in tests

| Option | N° | % |
|------------------------------|----|-----|
| a.Strongly disagree | 6 | 15% |
| b.Disagree | 4 | 10% |
| c.Neither agree nor disagree | 0 | 0% |
| d.Agree | 14 | 36% |
| e.Strongly agree | 15 | 38% |

| | | |
|-------|----|------|
| Total | 39 | 100% |
|-------|----|------|

Graph14:Students’ agreement about the rore of note-taking in test performance



As noticed above the majority of participants (30) making up (75%) confirm on the crucial role of note-taking in enhancing their performance in tests. Only ten students of think that it is not beneficial in test performance.

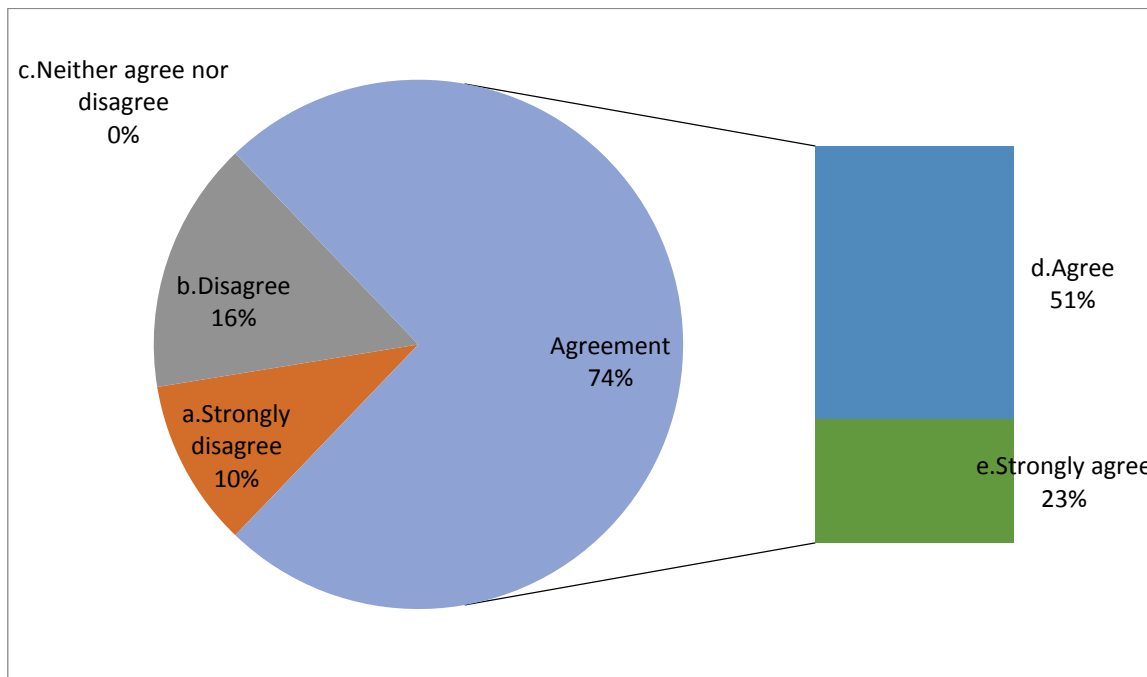
Question15:Is it necessary that you receive training on how to use note-taking from your teachers in order to improve your performance in tests ?

Table15:Student’s agreement on receiving traning in note-taking

| Option | N° | % |
|---------------------|----|-----|
| a.Strongly disagree | 4 | 10% |

| | | |
|------------------------------|----|------|
| b.Disagree | 6 | 15% |
| c.Neither agree nor disagree | 0 | 0% |
| d.Agree | 20 | 51% |
| e.Strongly agree | 9 | 23% |
| Total | 39 | 100% |

Graph15: Student’s agreement about receiving training how to take notes



As it is visible here that (29) of the sample making up the majority (74%) agreed on receiving training from instructors on how to take effective notes, and (26%) think that they do not need training.

Section Four:

Question16:Please write any further suggestions about the role of note-taking in enhancing student's performance in tests

Students who answered this question made up 77% of the sample. They had almost similar responses; they recognize the important role of note-taking in facilitating the organization and understanding of lectures as well as memorisation of important concepts and especially enhancing their performance in tests.

1.3.3.Discussion of Students Questionnaire Results

From the analysis of the student's questionnaire, we find that most of the participants are girls. In addition, from question four, majority of learners consider their performance in tests as average including males. However, they mentioned some problems like test anxiety and other weaknesses. Moreover, the majority of students stated that they take notes during lectures and agreed on its benefits particularly in test performance but what is observed is that there is no variance in note-taking methods except for the sentence method which is much used. Furthermore, from the eleventh question students stated some types of problems faced when taking notes these include; teachers' speed, loss of concentration and the insufficient knowledge on how to take notes. What is surprising is that the majority of students agreed on the suggestion of receiving training on how to take notes.

2. Teacher's Questionnaire

2.1. Administration of The teacher's Questionnaire

This questionnaire was distributed to twenty teachers of different modules, at the department of English Language at the University of Oum El Bouaghi. It tooks three days to receive the 20 questionnaires that we delivered.

Description and Analysis of The Teachers' Questionnaire

2.2. Description of The Teachers' Questionnaire

This questionnaire is composed of four sections, which include different types of questions; close ended and open ended questions. Section one includes three questions. It is for gathering information about the teacher's background information. Section two with three questions; deals with the teacher's attitudes towards student's testing. Section three contain six questions investigating teacher's attitudes towards the relation between note-taking and tests performance. The last section is for teacher's any suggestions or comments about the role of note-taking in enhancing students' performance in tests.

2.3 Analysis

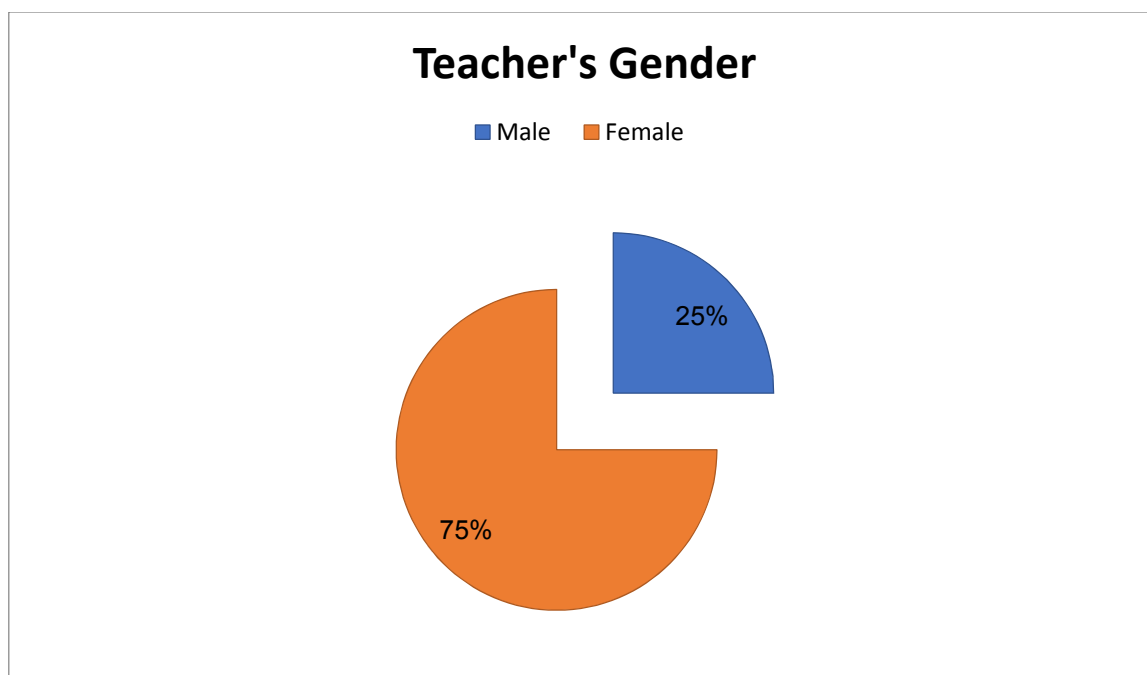
Section One: Teacher's Background Information

Question 1: The gender

Table 16: Teachers' Gender

| Option | N° | % |
|--------|----|-----|
| Male | 5 | 25% |
| Female | 15 | 75% |

Graph16:Teacher's Gender



From table and graph (16), we notice that the sample contains fifteen female teachers and five male teachers.

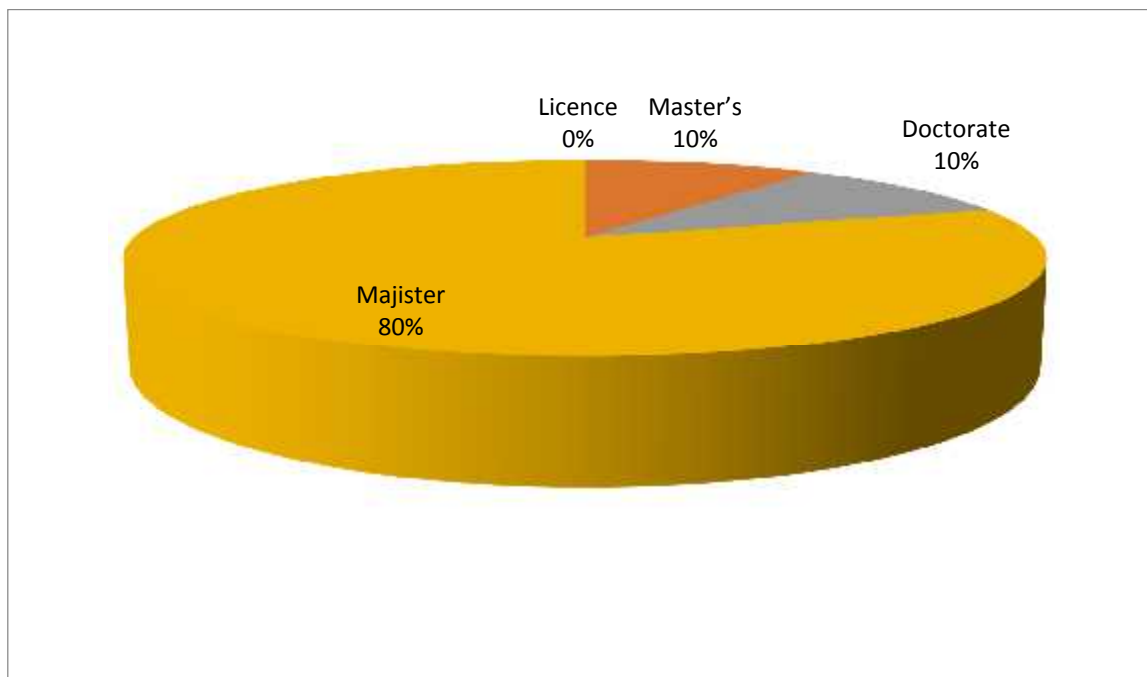
Question2:The degree held

Table17: The teacher's degree held

| Option | N° | % |
|---------|----|----|
| Licence | 0 | 0% |

| | | |
|-----------|----|------|
| Master's | 2 | 10% |
| Doctorate | 2 | 10% |
| Magister | 16 | 80% |
| Total | 20 | 100% |

Graph17: The teacher's degree held



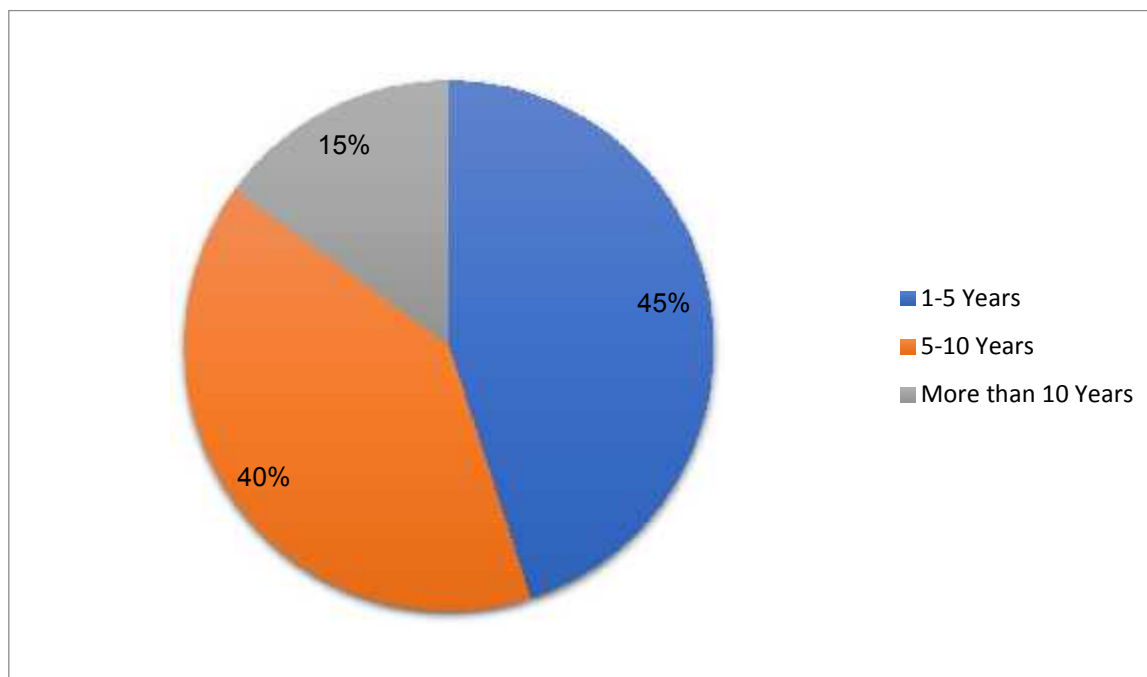
The data presented in the table and graph (17) shows that the majority of the teachers (80%) in our study have the magister degree. Only 10% of them are doctorate, the same for master's degree presenting (10%) of the teachers.

Question3: How long have you been teaching English at University?

Table18 :Teaching experience

| Option | N° | % |
|--------------------|----|------|
| 1-5 Years | 9 | 45% |
| 5-10 Years | 8 | 40% |
| More than 10 Years | 3 | 15% |
| Total | 20 | 100% |

Graph18:Teacher’s experience in university



The table and the graph above show that novice teachers from (1-5 years)of experience represent (45%), those of (5-10 years) experience (40%) of the sample. While the teachers who have experience of more than 10 years make up only 15% of the sample. This indicates that the departement of English Language at Oum El bouaghi University has teachers of different generations. Most of them are experienced.

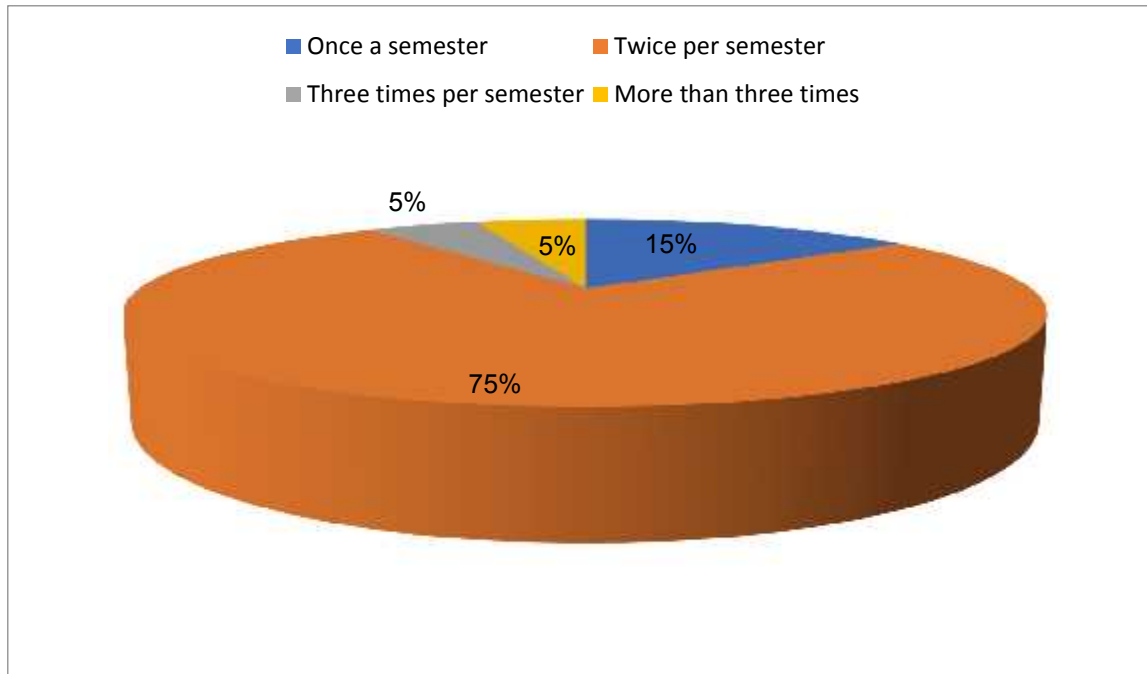
Section Two:Testing

Question4:How often do you give tests to your students ?

Table19:frequency student's testing

| Option | N° | % |
|--------------------------|----|------|
| Once a semester | 3 | 15% |
| Twice per semester | 15 | 75% |
| Three times per semester | 1 | 5% |
| More than three times | 1 | 5% |
| Total | 20 | 100% |

Graphic19: Frequency of students' testing per semester



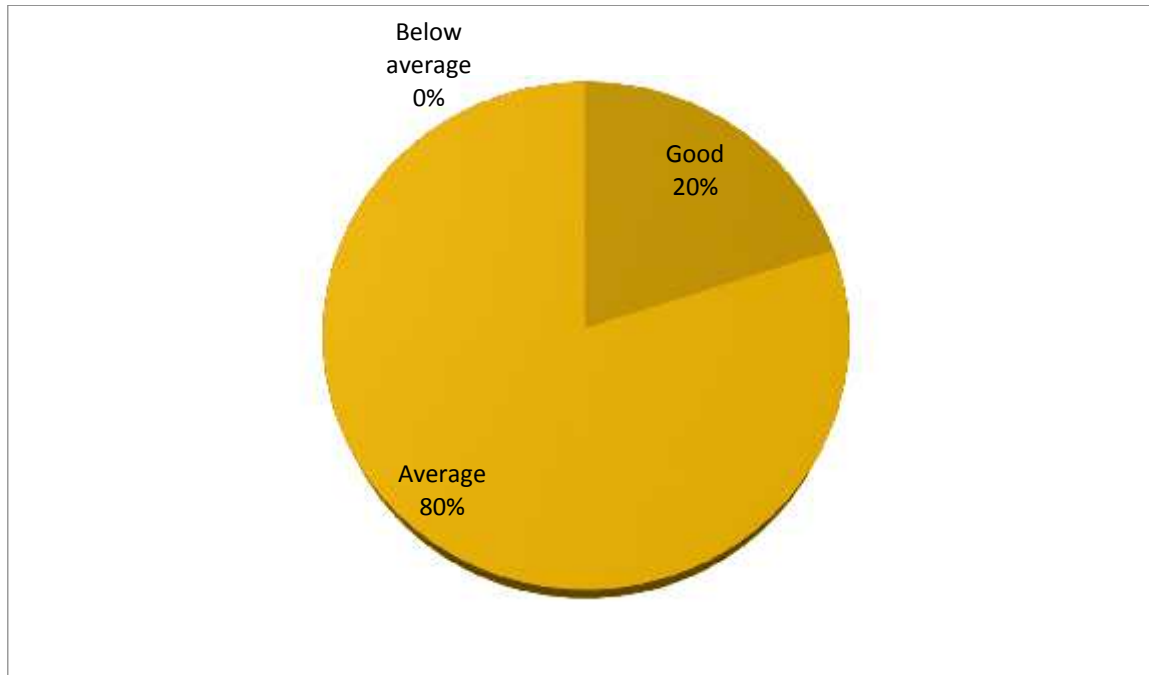
From the data illustrated above we notice that the majority of teachers (75%), said they test their students twice in each semester, while (15%) give tests to their only once. And one teacher making up (5%) of the sample tests his students three times per semester and another (5%) as well gives tests to his students more than three times.

Question5:How do you generally rate your student’s performance in tests?

Table20:Teacher’s rates of student’s performance

| Option | N° | % |
|---------------|----|------|
| Good | 4 | 20% |
| Average | 16 | 80% |
| Below average | 0 | 0% |
| Total | 20 | 100% |

Graph20:Teacher’s rates of student’s tests performance



According to the table(20), (80%) of English teachers see their student’s performance in tests as average, while (20%) of them rate their student’s performance as a good one.

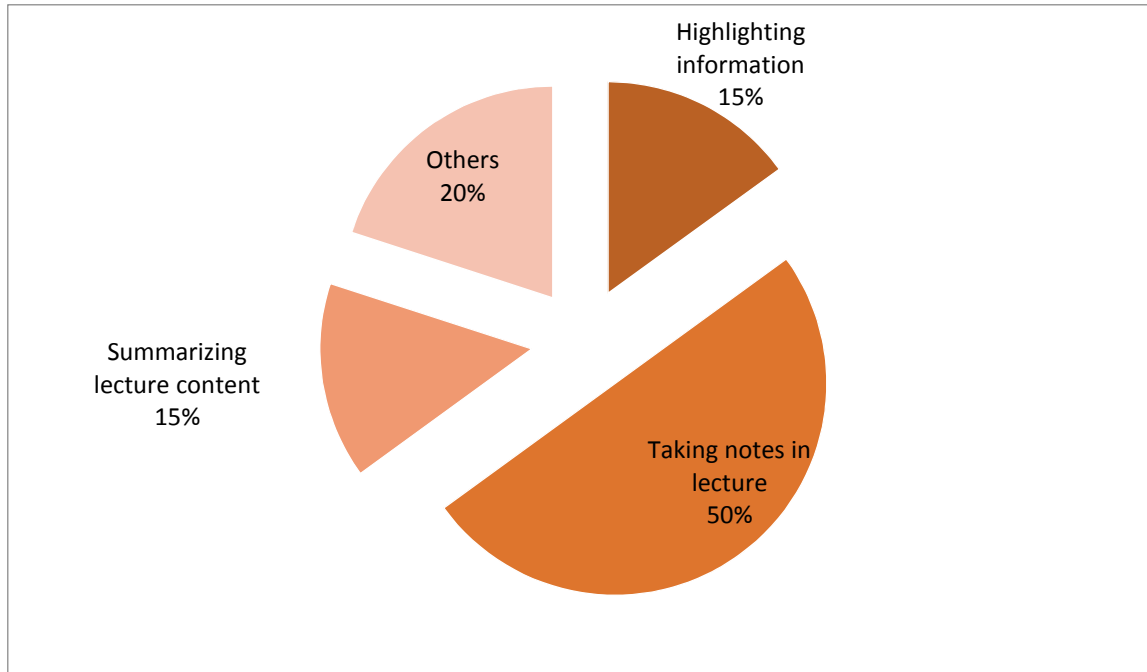
Question6: What is the most useful technique that should be used by students to improve their performance in Tests?

Table21:Teacher’s opinions about the useful techniques

| Option | N° | % |
|-----------------------------|----|-----|
| Highlighting information | 3 | 15% |
| Taking notes in lecture | 10 | 50% |
| Summarizing lecture content | 3 | 15% |

| | | |
|--------|----|------|
| Others | 4 | 20% |
| Total | 20 | 100% |

Graph21: Teachers’ opinions about the useful techniques



The information presented in the table (21) show the agreement of half of the sample (50%) on the usefulness of note-taking in improving students’ performance in tests. The other half of the sample are divided in their opinions. (15%) choose highlighting, (15%) summarizing and (20%) said there are other techniques. The technique suggested by one teachers was ‘ practicing alot of tasks ‘.

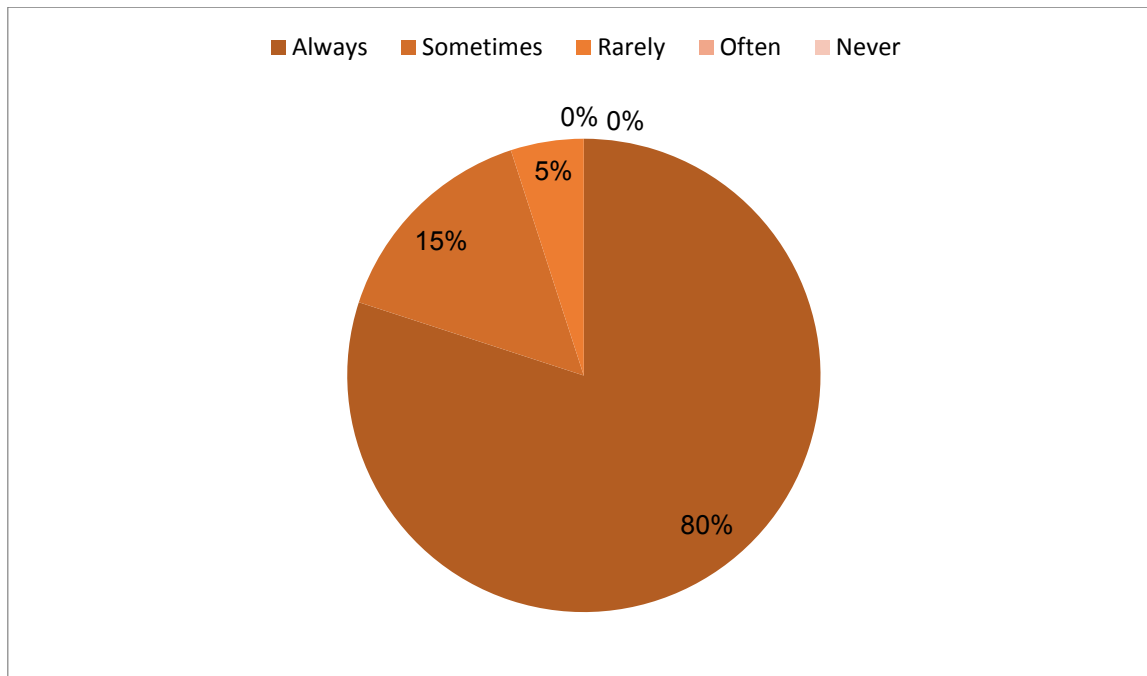
Section Three :Note-taking and Test Performance

Question7:How often do your students takes notes in class ?

Table22:Teacher’s opinions about student’s note-taking frequency

| Option | N° | % |
|-----------|----|------|
| Always | 16 | 80% |
| Sometimes | 3 | 15% |
| Rarely | 1 | 5% |
| Often | 0 | 0% |
| Never | 0 | 0% |
| Total | 20 | 100% |

Graph22: Teacher’s opinions about student’s note-taking frequency



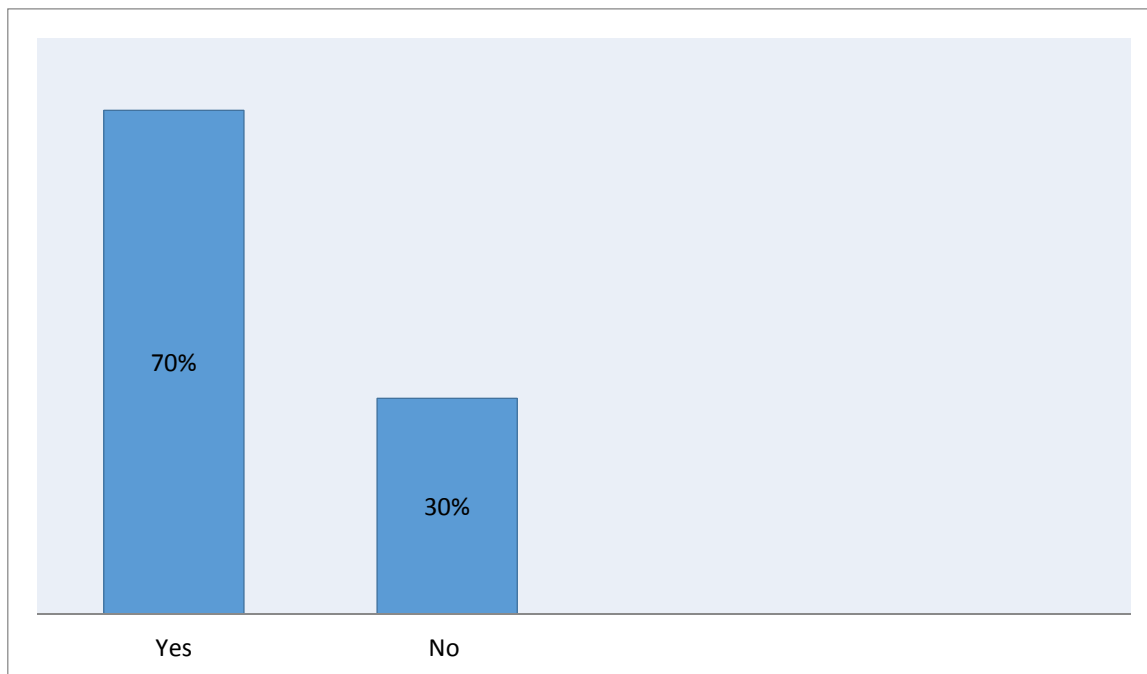
We can see from table (22) that the majority of teachers (80%) said that students always take notes in their classes, 15% said that their students take notes only sometimes and 5% said that students rarely take notes, which indicates that students value the note-taking.

Question8:Do you ask your students to organize and/or revise their notes each class ?

Table23:Teacher's answers

| Option | N° | % |
|--------|----|------|
| Yes | 14 | 70% |
| No | 6 | 30% |
| Total | 20 | 100% |

Graph23:Teachers' answers



It is clear from the answers of the teachers illustrated in the table and graph (23), that the majority (70%) of the sample ask their students to organize and/or revise their notes after each

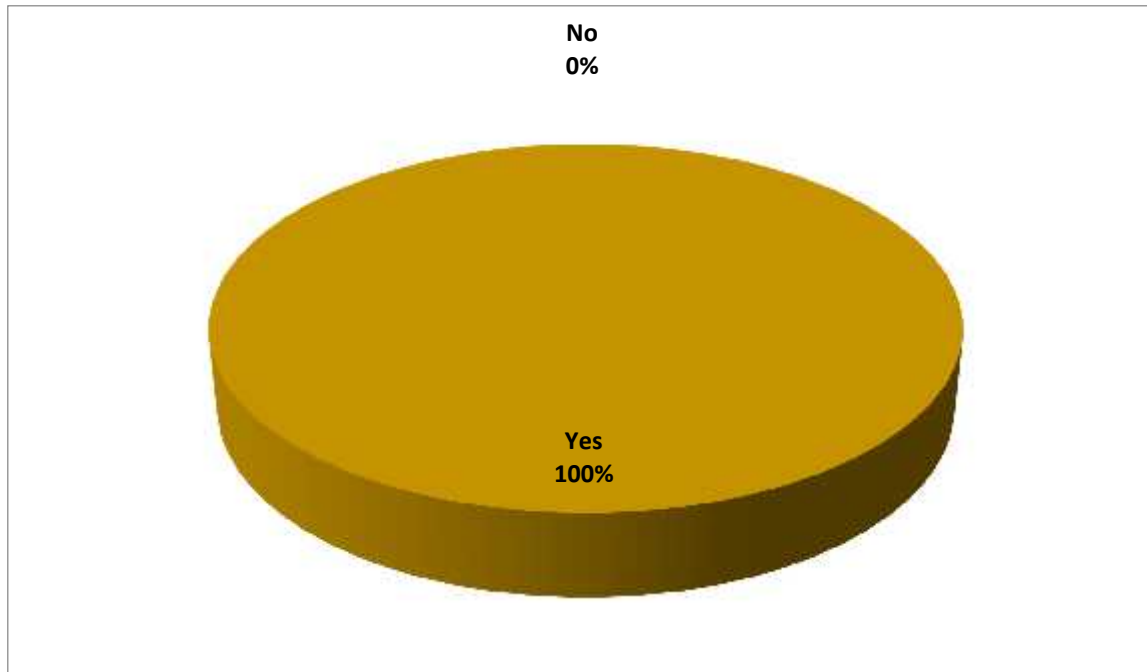
class. Only six of the teachers do not ask their students to revise their notes, which means that teachers also recognize the value of notes in students' learning.

Question9: Do you think that note-taking is a skill that all students need to adopt ?

Table24: Teacher's agreement about the importance of note-taking

| Option | N° | % |
|--------|----|------|
| Yes | 20 | 100% |
| No | 0 | 0% |
| Total | 20 | 100% |

Graph:24 Teachers' agreement about the importance of note-taking



The above table show the total agreement of the whole sample of teachers (100%) about the importance of note-taking in student's learning.

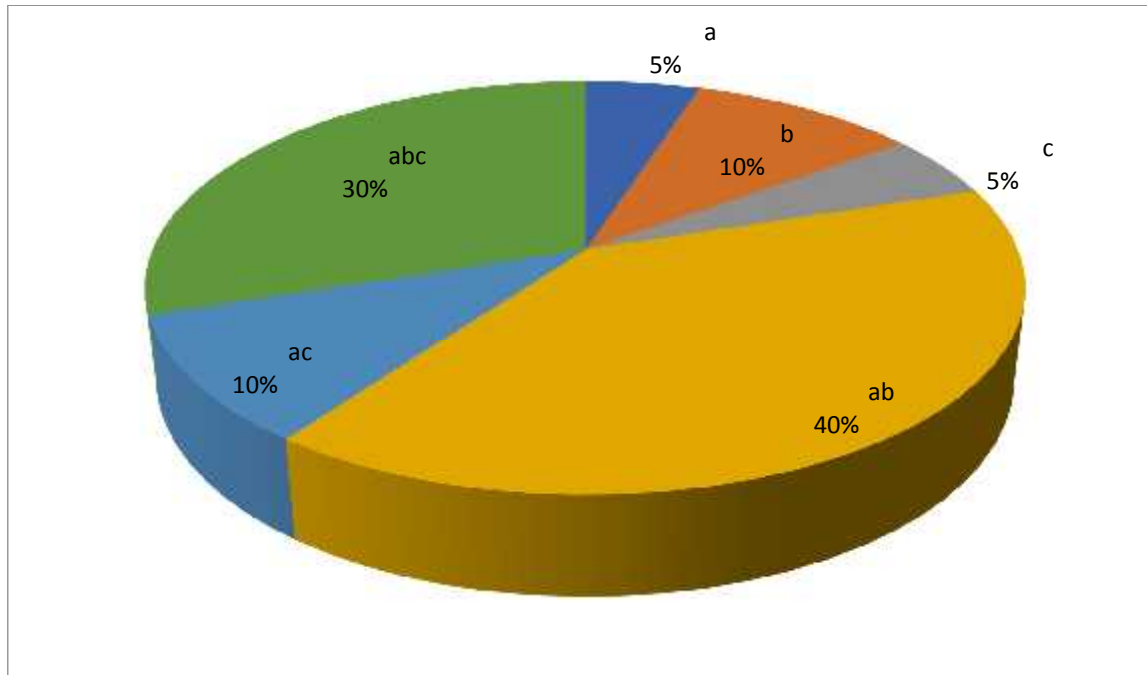
Question10: If yes, is it because the strategy of note-taking:

- a.Helps students to understand the lesson
- b.Facilitates the process of remembering
- c.Helps them to get good grades
- d.Others

Table25: Teachers' choices about note-taking benefits

| Option | N | % |
|--------|----|------|
| a | 1 | 5% |
| b | 2 | 10% |
| c | 1 | 5% |
| A+b | 8 | 40% |
| A+c | 2 | 10% |
| A+b+c | 6 | 30% |
| Total | 20 | 100% |

Graph25: Teacher's choices about note-taking benefits



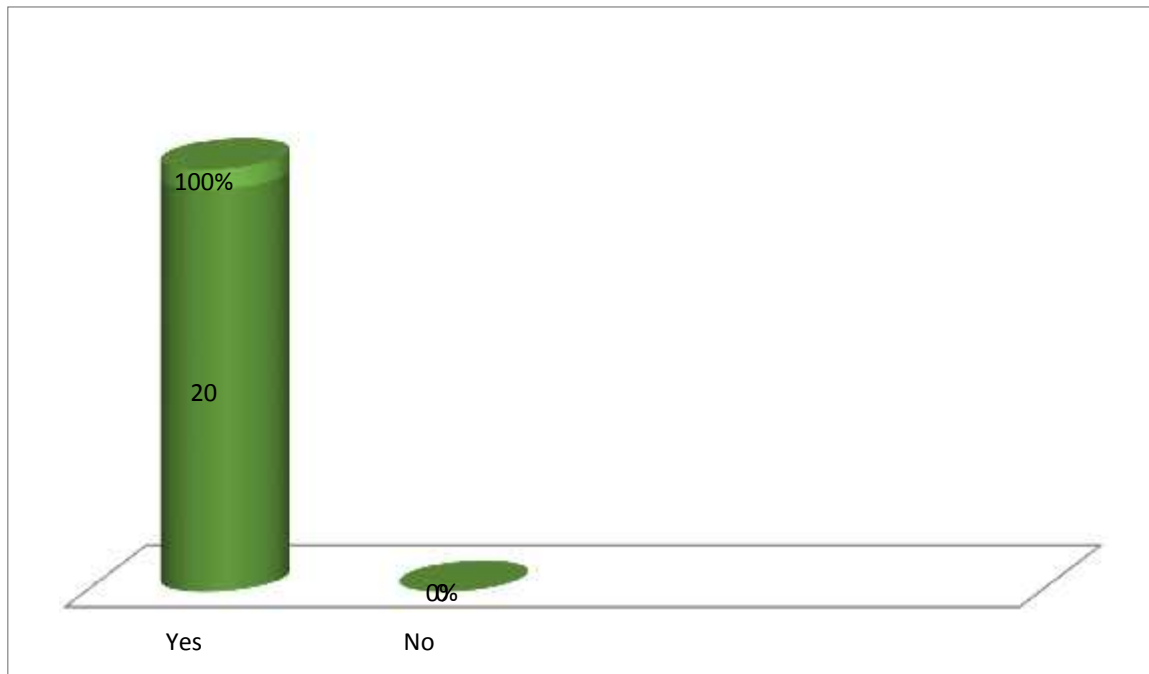
The above analysis show that majority of teachers (40%) agree on the choices (a+b) that is note-taking helps understanding the lesson and remembering it together. Six teachers have chosen the three options; i.e. Note-taking helps understanding and remembering as well as getting good grades. 10% of the sample have chosen option (b) alone that is note-taking helps in remembering information and another (10%) think that note-taking helps in understanding lessons and getting good grades, while the remaining (5%) chosen (a) that note-taking helps only in students understanding of the lesson. We can notice that choises (a) and (b) are chosen by many respondents which shows their awareness about note-taking role, especialy in lecture understanding and memorisation.

Question11:Do you think that note-taking is a helpful strategy for enhancing student's performance in tests ?

Table26:Teacher's agreement about note-taking role in test performance

| Option | N | % |
|--------|----|------|
| Yes | 20 | 100% |
| No | 0 | 0% |
| Total | 20 | 100% |

Graph26: Teacher's agreement about note-taking role in test performance



The above table and graph show the total agreement of the whole sample of teachers (100%) about the role of note-taking in enhancing student's test performance.

Question12:Please justify,

This question was answered by (17) teachers and their answers were summarized in the idea that note-taking helps in understanding, organizing and memorizing the lecture content and that it is "a memory booster".

Question13:Please write any further comments or suggestions about the role of note-taking in enhancing students' performance in tests.

This question was answered by eight teachers. Four of them suggested that note-taking should be recommended by all the teachers because of its vital role in the learning process, in the same sense one teacher said that "there should be some lectures on note-taking in the module of study skills". Two teachers stressed the fact that note-taking enhances students skills such as "writing". Two other teachers focused on the point that "not all note-taking strategies are significant and effective for all levels and/or modules ". For example note-taking is helpful in modules like civilisation and culture as one teacher proposed.

2.3.Discussion of Teacher's Questionnaire Results

Teachers rate the students' performance as an average one. What is observed from question 7 is that the students always take notes in class; we obtained the same result from students' questionnaire. Question 8 says that teachers ask their students to take notes and question 9 shows the agreement of the teachers on the importance of note-taking in understanding the lesson, facilitating remembering of information and improving test performance. Similarly to the students' answers, teachers affirm that note-taking enhance students' performance in tests and that it should be taught.

Part Two

Conclusion

This chapter is concerned with getting data about the students' and teachers' perspectives concerning the role of note-taking in improving test performance. The present study reveals that, approximately all students as well as teachers recognize the value of such a skill particularly in test performance but, there are some problems faced by students; like the lack of knowledge about the note-taking strategies which fit certain types of lectures, also both teachers and students recommend teaching the note-taking skill in EFL classes. The suggested recommendations, if properly considered, will certainly take EFL learners' note-taking skill to another level.

Recommendations

There are several recommendations that can be made for future research and for further investigation of the effectiveness of using taking notes strategies during lectures. Especially in EFL classes at the university level. These recommendations are:

- Teachers should provide their students with clear handouts for easy and effective note-taking and rely on the oral presentation.
- Teachers should encourage their students to be responsible of their learning process as a teacher inside the classroom. They should also teach them the different techniques of note-taking and show them how it helps them to be autonomous.
- They can start the lecture with a kind of small revision of the previous lecture, to gain more attention.

- Teachers also can encourage their learners to organise lectures, because it helps them in lecture comprehension.
- Teachers should evaluate students' note-taking after each lecture, in order to avoid errors and to make their notes more effective.
- In order to respect learners learning styles, instructors should show the different strategies and methods of note-taking.
- Dictation should be included in EFL learning, to enhance their concentration and note-taking skill.

General Conclusion

This research aimed at investigating teachers' and students' attitudes towards the role of note-taking in improving learner's test performance for third year English students at Oum el Bouaghi University.

Note-taking as mentioned in the review of literature is an important learning task that helps learners remember what they have learned and help them review materials for the re-use in revision for exams and tests. In addition, the process of note-taking includes many skills, related factors and interactions between the teachers and their learners. In our dissertation, we recommend something of great importance to our topic, that is teaching the note-taking. This would be helpful for students to enhance their performance in tests by simplifying and organising the lectures as well as facilitating the remembering of information.

To sum up, effective note-taking enhance students' performance in tests, considering that note-taking facilitates understanding, organizing and remembering the lecture content. This may pave the way for teachers to include this strategy in their courses and to encourage learners to use it in a strategic manner. Therefore, we can say that by learning and using the different methods of note-taking. EFL learners' test performance will be enhanced.

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المخلص

هذه الدراسة هدفت الى التعرف على اثر استراتيجية تدوين الملاحظات على تحسن انتاج الطلاب الاكاديمي من وجهة نظر اساتذة وطلاب اللغة الانجليزية في جامعة العربي بن مهدي في ام البواقي . الغرض من هذه الدراسة هو التعرف على العلاقة بين تدوين الملاحظات و التحصيل الجيد في الامتحانات بالاضافة الى لفت الانتباه الى اهمية هذه الاستراتيجية خلال الدرس . وقد افترضنا انه اذا تم اخذ ملاحظات فعالة من طرف الطلاب سيتم تعزيز نتائجهم في الامتحانات. لتحقيق اهداف هذه الدراسة اعد استبيانات قدمت للاساتذة و الطلاب .و قد خلصت هذه الدراسة الى مدى اهمية تدوين الملاحظات في تعزيز التركيز خلال الدرس بالاضافة الى تنظيم و تذكر المعلومات خلال الامتحانات