

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

**The Influence of Applying Note-Taking  
Strategy on Improving Students' English  
Listening Comprehension Skills at Arab  
American University-Jenin**

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

**2017**

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## **Dedication**

I dedicate this work to:

Allah for empowering me and helping me to continue.

Palestine, my great love and only shelter.

Those who live for the sake of Palestine and to those who died for the sake of Palestine.

Those who are waiting on checkpoints and bridges.

All who loved me one day and to all who still do.

My parents, Hisham and Summar, who have been always proud of me and surround me with their love and support.

My kids, Mais and Mohammad, the candles that lighten my path and give me a reason to live.

My husband, Bilal, for his support and patience.

My Sisters, Rasha and Abeer, the most wonderful sisters on earth.

My friend, AhkamAssaf, who doesn't feel bored of being my friend till this moment. The one who inspires me and believes in me. The friend who left.

My Friend, Rahmakmail, who doesn't stop laughing. The friend who insists on life.

My Friend, Islam Fayed, who always listens with love and attention. The friend who is all ears.

My Friend, Fardous Jarrar, who believes in me. The friend who cares.

My Friend, Safa' Jaber, who excuses me all the time. My mother friend.

My friend, SamahKhalaf, who creates a childish lovely atmosphere all the time and refuses to grow up. My child friend.

My friend, TahaniFathi, who loves my soul and prays for me although we have never met in real life. My spiritual friend.

My friend, Nayira Rishq, who always gives me positive energy and encouragement. My strong friend.

## **Acknowledgement**

My deep gratitude and appreciation go to my Supervisor Dr. Ahmed Awad who supported me during the writing process of this study. I also wish to thank him for his useful suggestions and constant help and guidance. His feedback and motivation encouraged me to complete this study smoothly.

I also wish to thank Dr. Graham Stott since this piece of work couldn't have been accomplished without his help. He was so friendly and welcomed me whenever I needed his advice and guidance. I would also like to express my great love and respect to my dear teacher Dr. Rima Najjar who changed my life into a better one through her love, support, encouragement and motivation.

I would like to thank the internal examiner Dr. Suzanne Arafat. Her suggestions and comments helped me to improve this study.

Finally, I would like to thank the external examiner Dr. Riyad Zahida. His valuable feedback, insights and recommendations were helpful and improve this study.

## الإقرار

أنا الموقعة أدناه مقدمة الرسالة التي تحمل العنوان:

أثر تطبيق استراتيجية تدوين الملاحظات على تحسين مهارات الاستيعاب  
السمعية في اللغة الانجليزية لدى طلبة الجامعة العربية الأمريكية-جنين

**The Influence of Applying Note-Taking  
Strategy on Improving Students' English  
Listening Comprehension Skills at Arab  
American University-Jenin**

أقر بأن ما اشتملت عليه هذه الرسالة إنما هي نتاج جهدي الخاص، باستثناء ما تمت  
الإشارة إليه حيثما ورد، وأن هذه الرسالة ككل، أو أي جزء منها لم يقدم من قبل لنيل أية درجة  
علمية أو بحث علمي أو بحثي لدى أية مؤسسة تعليمية أو بحثية أخرى.

## Declaration

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

Student's Name: **Amal Hisham Maraabeh** اسم الطالب:

Signature: ..... التوقيع:

Date: **21/01/2017** التاريخ:

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**The Influence of Applying Note-Taking  
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**By  
AmalHishamMaraabeh  
Supervisor  
Dr. Ahmed Awad**

**Abstract**

The main goal of the present study was to examine the influence of applying note taking strategy on improving students' English listening comprehension skills at Arab American University-Jenin. The study investigated the influence of the following variables: (teaching strategy, gender and academic level) on the students' performance in a listening comprehension test.

To achieve the main goal of the study, the researcher used a standard listening comprehension test to assess the influence of note taking strategy on the students' performance.

Pre and post listening comprehension tests were given to a sample of 60 advanced students who study advanced English course at the English Language Center (ELC) in the Arab American University-Jenin. The sample consisted of two groups. The control group involved 30 students and was taught in a traditional way and the experimental group that included 30 students and was taught by using note-taking strategy. After conducting the experiment, a statistical analysis was used to analyze the collected data.

The findings of the study showed that there is a positive influence of applying note taking strategy on improving students' English listening comprehension skills. There were significant statistical differences between the results of the control group and the results of the experimental group in the post test in favor of the experimental group.

Based on the findings of the study, the researcher recommends including the note taking techniques in the Palestinian curriculum since they are effective in increasing learners' comprehension and training teachers on how to use the different techniques of note taking in an effective way. The researcher also suggests conducting more research on the techniques of using note taking.

## **Chapter one**

### **Introduction and Theoretical Background**

#### **1.1. Introduction**

#### **1.2. Theoretical Background of the Study**

#### **1.3. Statement of the Problem**

#### **1.4. Objectives of the study**

#### **1.5. Questions of the Study**

#### **1.6. Significance of the Study**

#### **1.7. Limitations of the Study**

#### **1.8. Definition of Terms**

#### **1.9. Summary**

## **Chapter One**

### **1.1. Introduction:**

English as a Foreign Language (EFL) programs aim at teaching none native speakers of the language to communicate efficiently in English. Since English is becoming an international language, more concern should be given to the integration of the four skills. In fact, listening is considered one of the most important skills. EFL students should be able to listen efficiently, understand and comprehend what they listen to before being able to communicate. Swanson (1996) supposed that, “In reality, without effective listening, learning is a matter of chance” (p. 3) .This receptive skill is an important one that helps EFL students to improve in other skills.

In fact, EFL students face different difficulties in understanding native speakers talking at normal speed. The complexity of listening sometimes causes anxiety and worries to EFL learners. One of the reasons that makes English sound complicated is the insufficient exposure to the language. To help students overcome these difficulties and become good listeners, EFL teachers need to apply different strategies and techniques that help learners improve their listening comprehension. Teaching listening strategies to the students is very helpful (Goh, 2000), but it is insufficient unless teachers of English help to enrich students’ linguistic knowledge. One of these strategies that could be used by teachers is note-taking strategy, which is the concern of this study.

## **1.2. Theoretical Background of the Study:**

### **1.2.1 Definitions of Listening Comprehension:**

Among the different definitions of listening comprehension, the researcher chose a few of them, which she feels, fit the purpose of the present study:

Morley (1991) defined listening comprehension as a process in which the listener constructs meaning out of the sounds he hears, whereas Saricoban (1999) Stated that understanding what is said by a native speaker in a listening situation should include sufficient knowledge of the different aspects of the language such as phonology, syntax and lexis.

Another definition given by Dirven and Oakeshott-Taylor (1985) is the importance of having both linguistic and non-linguistic knowledge in order to comprehend speech.

Nunan (1998) and Mandelsohn (1994) reported that 50% of the learner's time is dedicated to listening. As a result, the learner won't be able to communicate successfully if he miscomprehends or doesn't understand speech. Students should be taught how to listen effectively in order to be good speakers.

It is clear in the previously mentioned studies that listening comprehension is very important to be taught. On the other hand, it is not easy for teachers to teach. As a result, the researcher wants to measure the

influence of using note-taking strategy on improving students' listening comprehension.

### **1.2.2. Note Taking Strategy and its Connection with Learning Theories:**

Note-taking has been used recently as a strategy in teaching and learning process. Bretzing and Kulhavy (1979) explained that note taking strategy contributes to students' comprehension of listening texts since it develops their ability to encode the content that they receive into their memories. The notes could be also used to measure the learners' comprehension of the received information.

Crawford (1925) suggested that taking notes during classes can influence the learner's results in tests, especially if he reviews the notes before the test. The quality of the notes taken also contributes in increasing the learner's performance in the test if they are relevant to the questions being asked.

Titworth and Kiewra (2004) also emphasized that applying the note taking strategy has a positive influence on the learner's performance in tests. In fact, it increases the academic achievement of note takers by about 13% over students who do not follow this strategy. On the other hand, Kiewra (1985) stated that some students do not use the note-taking strategy efficiently because they write down only 20-40% of the most important ideas and related information that are delivered during classes.

Dunkel, Mishra, and Berliner (cited in Clark, et.al (2014) on the other hand, pointed that the process of taking notes is not enough to improve students' performance in listening tests. To make the process of note taking effective and useful, students' notes should be available with them during the test to help them answer the test questions correctly.

Piolat, Olive and Kellogg (2005) emphasized that note-takers should be precise and attentive. This means that listening and taking notes are not effective if the information is not organized and coded in a way that helps the note-takers to retain and recall the information when it is needed. In fact, the good note-taker should be selective. It isn't about how much he writes rather than what he writes and the quality of his notes. Moreover, note taking isn't only used for recording or storing information. In fact, there are many other purposes for taking notes like manipulating information, making decisions, solving problems and anticipating information.

Cary and Carlson (1999) explained that when taking notes, different intellectual processes take place. In fact, when the learner takes notes, he is actually making an information processing. The learner at this stage can decide which kind of information to code and what kind of information is beneficial and helps in answering his questions or solving the problem he is trying to solve. It is something like filtering. The learner has to take a decision of what to write and what to skip and how to understand



automatically what he receives. As a result, he will be able to relate it to the previous knowledge that he has.

It is mentioned in the studies above that note taking strategy helps learners to distinguish between main ideas and minor points. To reflect on the results above, it is clear that the note taking strategy is overlapping with the mental processes that are considered the essence of cognitivism. Information filtering is one of the mental processes that happens in the brain and results in learning or acquiring a skill. Note taking, as a result, is one of the strategies that reinforces some of these cognitive processes including organizing information, filtering and encoding them.

Piolat et.al (2005) proved in a case study that students need more cognitive effort when taking notes in the target language than in the mother language. They explained that the strategy of note taking introduces the factor of time-pressure. Students need to follow up with the speaker and take notes very fast. In their case study, they came up with a result, which is that students take notes much faster in their mother tongue. This leads to the fact that learners need more effort to take notes in the second language.

Song (2011) stressed that note quality measures, in particular the number of main ideas found in the notes and the organization of these notes, may be good indicators of test takers' second language listening skill.

Lin (2006) examined the influence of applying note-taking strategy on students' comprehension of a text that was presented at different tempos. The result was that the use of note-taking strategy did not influence students' performance on multiple choice comprehension questions. In fact, it was found that note-taking strategy was a significant factor for the comprehension of passages presented at faster rate rather than passages presented at slower rate.

Chaudron, Cook and Loschky (1988) indicated that items were more likely to be answered correctly when the notes taken are relevant and include useful information. On the other hand, they did not assure that applying note-taking strategy increases learners' performance in tests.

Hayati (2009) reported that there is an influence of note-taking strategy on students' listening comprehension. According to an experiment that he conducted in Chamran University of Ahvaz, he found that the performance of the students who took notes according to Cornell method was better than the students who didn't.

Ferris and Tagg (1996) claimed that difficulties in listening comprehension are common among international learners. Weaknesses in note taking skill are considered part of the problem. They explained that obstacles that students usually have in comprehending the listening material can also affect their speaking skill later on. They stated that the importance of taking notes is not just to improve students' listening comprehension skills. In fact, sometimes students comprehend the listening

material and can follow up with speakers in everyday talks but later on they can't recall the content or answer questions that are related to the topic.

Gelbirt (1993) explained that sometimes the difficulty is doubled when learners are forced to take notes in the second language. He suggested that learners take notes in their mother tongue while they are listening to a material in the second language to reduce difficulties.

Tsia and Wu (2010) on the other hand, found that if note-taking strategy has been taught and applied in an organized way and EFL students are encouraged to use the second language, their listening comprehension skills will enhance.

Brown and Smith (cited in Tsia and Wu, 2010) indicated that notes that are taken by the learners can help in enhancing their memories, their mental abilities and their comprehension of the topic. They help them revise the content and replay the scene again and relate it to their own thoughts. They can connect these notes with what they already have in their minds to understand the material perfectly.

In fact, note taking strategy can be related to the theory of constructivism. Note taking strategy helps the learners to relate the new information that they receive to the existing knowledge that they already have. As a result, students construct new ideas based on the previous knowledge they have.

Piolat et.al (2005) found that the importance of note taking isn't just to enhance students' comprehension skills and to improve their long-term memories but it is also helpful in involving students in the topic and leads to more mature thoughts and creative ideas.

Consequently, critical thinking which is classified as a higher order skill in Blooms' taxonomy will be motivated through the use of note taking strategy which leads the learners to filter the information they receive, to evaluate their notes and to come up with new ideas.

O'Hair, O'Hair and Wooden (1988) pointed that effective and careful listening that occurs in an appropriate environment and away from distractions helps learners to produce organized and important notes. They explained that students' haphazard and unorganized writing in lectures doesn't lead students to produce significant notes.

To sum up, clear instruction, appropriate atmosphere and guidance from the part of teacher will lead learners to self discovery and help them use the note taking strategy in an effective way.

Mohammed (2014) claimed that students who were taught through applying the note taking strategy had better grades in listening tests than those who were not exposed to this strategy. The findings of her experiment showed a significant improvement of the treatment group's scores in the listening post test.

Zaytoun (cited in Mohammed, 2014) explained that note taking strategy is overlapped with listening comprehension. He indicated that note taking skills open doors for other skills. If students receive enough and organized practice to develop their note taking skill, their oral and writing skills are going to improve. Moreover this will help in enhancing their critical thinking skills. For example, they are expected to use their notes to make conclusions, interferences and information processing.

Nunan (1998) as well, claimed that note taking enhances students' learning and it can be considered as a training process that enhances their writing skills.

One of the communicative approach principles is the integration of different language skills which are listening, writing, reading and speaking. Note taking as a result, include the four pre mentioned skills. In fact, in note taking strategy students will be involved in careful listening, writing down notes, reading these notes and presenting them orally. Moreover, students will be able to evaluate their notes and think critically about things they have written in order to make decisions, solve a problem, answer a question or come up with a creative idea in the final stage.

In addition, learners can solve problems based upon the concepts that they already have or things they have experienced through their lifetime. It is clear that the problem solving process is actually based on construction of knowledge. In fact, group discussion of learners' notes and reflecting on

these notes can lead to efficient learning which is considered the main objective of the teaching-learning process.

Brazeau (2006) on the other hand, claimed that if students are directed to write down notes, this will contradict with the idea of active learning which is supposed to involve students in the learning process in an indirect way. As a result, asking them to write notes or insisting on this will make them busy all the time trying to organize their notes.

Karimi (2011) reported that note taking strategy passes in three stages. In the first stage the learner comprehends the presented material, in the second stage he selects the most valuable information and in the final stage the learner produces meaningful and related notes.

Cottrell (2003) related taking notes to three different reasons which are making a beneficial record of the important information, using this information later in lectures and citing where the information comes from.

Van Meter, Yokoi and Pressley (1994) reported that according to their study of the effect of note taking on listening comprehension skills, most students expressed what they achieved through note taking by pointing out that it enhances their understanding of the presented material and helps them retain the content and recall the information later on. They also reported that it increased their attention in the class and helped them connect ideas and relate the delivered ideas to their previous knowledge. In

addition, the researchers found that students often write the most important points and key items that are mostly repeated during the class time.

Based on the pre mentioned results, note taking strategy is interrelated with the ideas of cognitivism. The cognitive learning theory says that learning occurs as a result of the different mental processes that happen in the brain. Acquiring good learning strategies actually leads to effective information processing that helps students acquire different skills. Helping the individual to acquire the skills that he needs through using good strategies and techniques will lead to effective learning which is the main goal of teaching.

Note taking strategy is connected in an indirect way with behaviorism. In fact, guiding students to use the strategy in an effective way, reinforcing their good notes will help them to form a good habit. Note taking will change to be a habit that they will follow in their listening classes. Learning or comprehension of the listening material, to be more precise, can be observed by a change in their behaviors.

As a result, it is noticed that almost all the previous studies showed the effectiveness of using the note-taking strategy in improving students' listening comprehension skills. Moreover, it also has a positive influence on students' performance in listening comprehension tests. According to most researchers, note taking strategy plays a crucial and a very important role in the learning process and the academic achievement in general. The

application of this strategy seems to be effective and valuable since it helps in improving reading, writing, listening and speaking skills.

### **1.3. Statement of the Problem:**

Based on the researcher's experience in teaching English, she has noticed that most students find difficulty in listening effectively. Considering the problem above, the question of the study is, "Can note-taking strategy improve students' listening comprehension skills?"

### **1.4. Objectives of the Study:**

The study aims at achieving the following objectives:

1. Investigating the influence of applying note-taking strategy on improving students' English listening comprehension skills.
2. Finding out if there are any statistical significant differences in the learners' performance in listening tests due to applying note-taking strategy, due to gender and due to university academic level.

The application of this strategy can help in making students more confident and able to understand and comprehend the listening material. This research is designed to measure the effectiveness of note taking in improving advanced English students' English listening comprehension skills at the English Language Center at the Arab American University in Jenin.



### **1.5. Questions of the study:**

This study seeks to answer the following questions:

1. What is the influence of applying note-taking strategy on improving students' English listening comprehension skills?
2. Are there any significant statistical differences at ( $\alpha=0.05$ ) in the influence of applying note-taking strategy on improving students' English listening comprehension skills between the results of the pre-test and the post-test of the experimental group?
3. Are there any significant statistical differences at ( $\alpha=0.05$ ) in the influence of applying note taking on improving students' English listening comprehension skills between the results of the post-tests for both the control group and the experimental group?
4. Are there any significant statistical differences at ( $\alpha= 0.05$ ) in the influence of applying note-taking strategy on improving students' English listening comprehension skills between the results of the pre-test and the post-test of the experimental group due to gender?
5. Are there any significant statistical differences at ( $\alpha= 0.05$ ) in the influence of applying note-taking strategy on improving students' English listening comprehension skills between the results of the pre-test and the post-test of the experimental group due to university academic level?

### **1.6. Significance of the Study:**

The significance of this study stems from two main points. First, students' academic achievements in English, especially in listening tests, are not proficient as they are supposed to be. The researcher finds it necessary to examine the influence of note taking strategy on increasing students' ability in listening comprehension. Second, this study is important because it could be used as feedback or reference for teachers in using effective methods that could be applied to improve students' English listening comprehension skills.

### **1.7. Limitations of the study:**

This study considers the following limitations:

1. Human Limitation: 60 advanced English students.
2. Locative limitation: The study was conducted at ELC/Arab American University in Jenin.
3. Temporal limitation: The study was conducted during Summer Semester of 2016.
4. Topical limitation: The study examined the influence of note-taking strategy on improving EFL students' listening comprehension skills.

### **1.8. Definition of Terms:**

The following terms have the following meanings, wherever they come in this study:

- Note-taking: as defined by Castallo, 1976 is a process of two main stages in which the student must listen for the necessary information and then write it in an organized manner.
- Listening comprehension: Byrnes (1984) stated that listening comprehension is a process in which the listener tries to use all the knowledge he has to comprehend what is said and to construct meaning.
- Traditional Education: Gauci, Dantas, Williams and Kemm (2009) defined the traditional education as the education that focuses on teaching, not learning.

### **1.9. Summary:**

This chapter dealt with the theoretical background of note taking strategy. It presented the importance and effectiveness of this strategy and highlighted its significance function in the learning process in general and in enhancing listening comprehension skills in EFL classrooms in particular. The chapter also included statement of the problem, objectives of the study, questions of the study, significance of the study, limitations of the study and it ended with definition of terms that are used in the study.

## **Chapter Two**

### **Review of Related Literature**

#### **2.1. Introduction**

#### **2.2. Difficulties in Listening Comprehension**

#### **2.3. The Relationship between Note Taking Strategy and Listening Comprehension Skills**

#### **2.4. Importance of Note Taking Strategy**

#### **2.5. Characteristics of Good Quality Notes**

#### **2.6. Note Taking Methods**

#### **2.7. Summary**

## **Chapter Two**

### **Review of Related Literature**

#### **2.1. Introduction:**

For the sake of organization and clarity, the researcher arranged literature review topically. Several researchers and scholars conducted research on note-taking strategy and its effect on the improvement of students' English listening comprehension skills such as: Kiewra, 1985, Bretzing and Kulhavy, 1979, O'Hair, O'Hair and Wooden, 1988, Piolat, Olive and Kellogg, 2005 and others. They tried to investigate the influence of note taking on listening comprehension in EFL classes. Moreover, many researchers conducted studies on the importance of note taking as a learning strategy and on notes content and quality. In this chapter, the researcher sheds the light on some of these studies.

#### **2.2. Difficulties in Listening Comprehension:**

There are different reasons that cause difficulties in listening comprehension in EFL classrooms. Several researchers conducted studies to examine these difficulties and they reached to different results. Some of the reasons they found were related to the EFL students' competence, delivery of the listening material and the situation in which the listening material is delivered.

Anderson and Lynch (2003) related the difficulties that the EFL learners have in listening comprehension to the lack of the background knowledge. They explained that if the learner doesn't have enough knowledge about the topic that he is listening to, he will face difficulties in comprehending the content. The existing knowledge that the EFL learner already has about the target language culture is very helpful in EFL listening situations.

Yan (2007) also emphasized that listening to a text that has a list of vocabulary that the EFL learner is unfamiliar with is another problem in comprehending a listening text. It is not easy for the student to recall what he listened to because it will be difficult for him to remember the main points of a text that includes a lot of words that he doesn't know.

Hung also (cited in Bingol, Celik, Yildiz and Mart 2014) claimed that it is easier to comprehend a text that is full of familiar words than one that includes unfamiliar ones even if the EFL learner is unfamiliar with the topic.

Osuka (2008), on the other hand, reported that delivery of the listening material is another factor that blocks comprehension in some situations. She explained that listening material that is delivered at a fast tempo won't be understood by EFL learners sometimes. Rapid speech is difficult to be understood and speed rate affects listening comprehension negatively.

Juan and Zainol Abidin (2013) added that the different accents of the native speakers that EFL students listen to prevent understanding. Students find it difficult to understand some accents that they are not used to.

Atkins et.al (cited in Bingol et.al 2014) explained that the learner proficiency in English plays an important role in listening comprehension. For learners with low proficiency in English, it is more difficult to comprehend and remember the listening material. Short listening texts are advisable with learners with low proficiency in order to help the learners recall the information presented, help them stay concentrated and to avoid boredom. They also added that the physical conditions are very important factors that could cause problems in comprehension. Inappropriate classroom's atmosphere may affect listening comprehension negatively. Hot or cold temperature, classroom size and outside noise are factors that reduce comprehension in EFL situations.

Moreover, they reported that the bad quality of the recorded material creates problems in comprehension in EFL situations.

Assaf (2015), on the other hand, claimed that listening comprehension isn't given enough attention in Palestine. She mentioned that listening skill is ignored in Palestinian schools and most teachers skip listening exercises and focus on other skills. She related the lack of proficiency in English and problems in listening comprehension that Palestinian learners have to the ignorance of this important skill in EFL classrooms.

As it is shown in the previous studies above, several factors affect listening comprehension negatively. Some of these factors are related to the listener himself like lack of previous knowledge and lexis whereas other factors are related to the speaker like the speed of delivery and the accent. Other factors were also investigated by researchers such as: the listening material itself that could be irrelevant to students and too long to be remembered, the inconvenience physical environment in which the listening text is delivered and the ignorance of the listening skill in EFL classrooms. To overcome these difficulties and to enhance comprehension, different strategies and successful techniques could be good and significant solutions in such situations.

### **2.3. The Relationship between Note Taking Strategy and Listening Comprehension Skills:**

Many researchers conducted various studies to investigate the influence of applying note taking technique on enhancing learners' comprehension of listening texts, mini talks, conversations and lectures' content. They reached to different results that explained the relation between note taking and listening comprehension skills, between this technique and students' performance in listening tests, the listening part in TOFEL and on other aspects. In this part of the study, the researcher shows some of these studies that were conducted by different researchers at different times presents the results they reached to and tries to show similarities and differences between them.



Kiewra (2002) indicated that 80% of the class time is dedicated to listening. Therefore, to make the act of listening effective and useful, students write down notes; which are considered a common learning strategy. Boon (cited in Mohammad, 2014) pointed out that almost 80 % of the content that isn't written down is forgotten after two weeks.

Mejias (cited in Mohammad, 2014) also indicated that note taking skills are considered advanced listening skills in many textbooks.

Hayati (2009) reported, after an experimental study that he conducted, that the achievements of the learners who took notes according to Cornell Method were better than those who took notes in a random way. This explains that the strategy of note taking should be taught in a systematic way with clear instruction, organized manner and enough time devoted for practice.

Clark, et.al (2014), on the other hand, found that giving the opportunity to the test takers to take notes in the DLPT test did not have any significant impact on their results. The performance of the participants in their experiment did not enhance when they allow them to take notes during listening.

Carrell (2007) added that although students showed a great use of note taking strategy, the strategy wasn't effective or helpful. According to her study, only 20% of students' notes were related to the test multiple

choice questions. Students' record of information didn't help in improving their results.

On the other hand, Hale and Courtney (1994) pointed out that the importance of notes and their impact on performance depends on the type of the listening tests and the questions that students should answer. They explained that in TOFEL tests, for example, notes seem to have a very little influence on examinees' results. They related this to the type of listening material examinees listen to and to the questions they are required to answer. They stated that examinees always listen to very short conversations and they usually answer questions that ask for main ideas. In such cases, students don't need to write down details such as numbers or names because these details don't help in answering question then why to waste time writing them down!

They also reported that arguing the students to take notes weaken their achievements in TOFEL tests. They stated that note taking strategy wasn't helpful in enhancing their performance. They related this to the design of such tests that aim at testing listening comprehension where little demand is placed on memory.

Dunkel and Davey (1989) found out that there is another element that influences learners' performance in tests. He explained that native speakers of the language had better results, in a study that he conducted, than non-native speakers of the language. He pointed out that non-native speakers are almost always less proficient in understanding conversations

or listening texts than natives. According to him, learners' proficiency in listening skill is another issue that researchers should take into consideration when studying the effect of note taking strategy on comprehension.

Koren (2007) explained that it is effective in some situations to give students the opportunity to take notes in their mother tongue while they are listening to the target language.

Peeverly et.al (2007) pointed out that the process of note-taking needs a doubled effort since the note taker will be engaged in several tasks. In fact, the learner has to listen carefully, to store the information in the short term memory, to comprehend the content and to relate it to previous knowledge or personal experiences he has in memory and will be involved writing down notes he thinks could be useful later on. Cognition, from their point of view, should be only given to comprehension and deep understanding of the content.

Ferris and Tagg (1996) stated that lack of proficiency in note-taking skill can lead to other problems in understanding speeches and lectures. Students, as a result, will keep silent most of the time and won't interact or show interest in the topic since they have a problem in comprehension.

#### **2.4. Importance of Note Taking Strategy:**

Dunkel (1988) referred to the two main functions of note taking which are the external function that refers to the storage of content to be

used later when it is needed and the external function that refers to the process that guarantees that the content is fully comprehended and encoded in memory.

Ornstein (1994) suggested that note taking is one of the basic skills that should be part of the curriculum since it is considered an important learning strategy. This strategy helps learners to have a record of the information they receive in real life situations where they can't re-listen to talks and in classrooms where they need the notes to recall what they have learned in tests and whenever they need it.

Tsai and Wu (2010) claimed that students who received enough note taking practice got higher marks in listening comprehension tests than those who were not taught by using note taking strategy. They explained that recording notes was helpful in tests since students can review their notes to answer the questions. They suggested that clear instructions are very important in developing the skill of note taking. They also found that the strategy of note taking is a necessity that assists the students to comprehend both short and long conversations that are delivered in chunks and at a high tempo. They pointed out that the process of note taking requires an active and attentive mind not just a quick hand that record speech. Moreover, the researchers reported that the students who took notes in English language scored higher marks than those who took notes in Chinese language. Taking notes in English helps them to arrange their thoughts and to make connections between things they encode in their

minds and the notes they write on paper which improve their literacy in English. It also saves time since they don't need to translate all the notes into L2 in order to answer the questions.

In addition, Piolat et.al (2005) stated that note taking is a very important skill that helps the learner document the ideas he hears or the thoughts he has in his memory on paper. The action of documenting the notes helps the learner to find the relations between ideas and improve the cognitive process since he starts to make connections and to filter the information he receives. Kiewra, DuBois, Christian and McShane (1991) also explained that the skill of filtering information and classifying them into main points and minor points also improves through taking notes. In addition, mastering the skill of note taking opens doors for enhancing other skills such as problem-solving and decision making. Learners also will be able to relate the new knowledge they receive to the background knowledge they already have and apply the acquired knowledge in comprehending the content and making interferences. Strub and Mckimmie (2012) and Flowerdew (1994) stated that the strategy of note-taking is a mixture of various skills. It requires careful listening, selective listener, quick hand, deep understanding of content, the ability to distinguish general ideas from supporting details and the skill of relating the received information to the pervious knowledge the learner has in memory.

Boch and Piolat (2005) stated that the notes that are taken by students can serve as an external memory which helps them to reflect on what they have learned.

Van Meter et.al (1994) reported that writing down notes helps learners to stay focused and attentive. The process of taking notes doesn't only require someone who writes automatically all the things he hears without comprehending the major ideas about the topic and the details that are given. In fact, the note taker should be concentrated and give full attention to what is said.

Hayati (2009) said that the generation of technology is not used to take notes in a traditional classroom environment. Students are so engaged with their smart phones and other machines so they don't let their memories do more mental and cognitive effort such as memorizing numbers.

## **2.5. Characteristics of Good Quality Notes:**

Does the content of notes reflect students' comprehension? Several researchers conducted studies to examine content of notes learners take during lectures and during listening tests. They tried to explain the relationship between the quality of notes and its impact on learners' performances. Some of them tried to create criteria to distinguish notes of good quality from notes of bad quality. In fact, they agreed on some characteristics that make notes good quality ones.

Cushing (1991) pointed out in her study that the quality of notes that are taken by low-proficiency students is different from those who are advanced. She found that advanced students are good note-takers and their notes are more organized, relevant and complete than low- proficiency students. She pointed out that the process of note taking should be taught in a systematic way in which the students become able to take notes of good quality that include important information. Moreover, she suggested that the students should be taught to organize their notes and to differentiate between the general idea, supporting details and examples. She also suggested teaching students some abbreviations that make the process of note-taking easier and more effective. She explained that it is a very important step that helps the learners develop the skill of note taking.

Xia (2002) also found out that there are some characteristics that make notes valuable and distinguished them from notes of bad quality. The researcher pointed out that the appropriate use of prepositions, the structure of information in a comprehensive manner and the division of them into main points and supporting details make good notes of a relevant and valuable content. Such notes, as it was explained by the researcher, play an important role in enhancing students' performance in placement tests whereas notes of bad quality that don't have the pre-mentioned characteristics don't help at all in improving listening comprehension and increasing results in placement tests. On the other hand, the researcher stated that there are no significant differences between note taking and non-

note taking when the listening comprehension test is easy and doesn't require taking notes to get the correct answer.

On the other hand, Piolat et.al (2005) explained that it is not easy to create standards that assess the content of notes and to classify them into good valuable notes and poor quality notes. Notes that seem to be unclear and not significant to someone can be important and useful to the note taker since the notes can remind the note taker of a personal story or event that is closely connected to the topic. Bui, Myerson and Hale (2013) also stated that it is difficult to have a perfect format that evaluates the content of notes.

Kiewra et.al (1991) reported that the act of reviewing one's notes could result in a better score than reviewing notes taken by another person.

It is clear in the studies above that the researchers are divided into two teams. Some of them believe that the content and the quality of notes are very useful in increasing listening comprehension if they are relevant, organized and meaningful while other researchers claimed that the notes and their quality aren't necessarily helpful in EFL listening situations in increasing comprehension.

## **2.6. Note Taking Methods:**

Efficient note taking is very important for learners to have a record of what they listen to. There are five common note taking methods which are proven to be effective and successful. These methods are: the outlining



method, the mapping method, the charting method, Cornell method and the sentence method.

### **- Outlining Method:**

Wong (2006) stated that outline method requires listening to the material and writing the important points and ideas in an organized manner. This method doesn't just records the content of the listening material but it also shows the relationships between ideas. Reviewing notes that are written in the outline method is easy and doesn't take a long time. Information and ideas are organized in a hierarchal pattern from the more general points to the more specific ones. It is an effective method that helps learners to summarize the material, practice critical thinking skills through connecting the ideas and retain the information when it is needed.

### **- The Mapping Method:**

Stewart (2007) explained that mapping is an effective note taking method that helps the learner to see the total picture. In fact it is very useful because it helps the learner to visually track the information. It is also a good method that shows the relationships between the parts and how they are related to the whole. It requires little thinking from the learner to see these relations and to connect ideas together in a logical way. Moreover, ideas in mapping method should be expressed in two or three key words. The key words should also be clear, meaningful and concrete.

Students who follow this method need a blank sheet of paper. They need to write the main topic in the middle and to draw a geometric shape around it. More important ideas and main points are written near the center but less important and minor point are written the edge. In fact, it is easy to define relationships between points, review, edit and add information by using the mapping method.

### **- The Charting Method:**

Stewart (2007) reported that in the charting method, the students need to divide their papers into columns and to title each column. In fact, they need to know the content of the lecture before titling the columns. This method has several advantages. For example, it reduces the amount of writing because the learner needs just to write the most important points. Moreover, it is a very suitable method that can be used to write down heavy contents such as history subjects where students need always to write down dates and events in a summarized way. In addition, it is easy to review and retain.

As a result, this method doesn't actually work for listening comprehension classes because as it is mentioned above the student needs to know the content in advance to be able to draw and title columns. In listening classes, students don't know about the content in details before they listen to it.

### **- Cornell Method:**

Darrow (2005) reported that Cornell method is an efficient method that allows the learners to: listen to the content, think about it, create their own notes about it and write it down in an organized manner. Before writing down notes, the learner needs to follow a specific format. He needs to draw a vertical line on his sheet of paper leaving 2.5 inches on the left and 6 inches on the right. The left part of the paper is for writing the main points whereas the right part is for writing supporting ideas, sub-points and details. Using bullets and underlining the important key words can also be used in Cornell method. This method is simple, effective, organized and easy to be followed and used because it is clear and saves time and effort.

### **- Sentence Method:**

Stewart (2007) mentioned that in the sentence method students write ideas, facts, events and other kinds of information in form of sentences. Each sentence is written on a separate line. This method is very organized and easy to be reviewed and it also records most of the content. On the other hand, students may find difficulty in distinguishing main points from minor points.

## **2.7. Summary:**

In chapter two, the researcher reviewed the related literature of note taking strategy. The related literature included studies that explored some listening comprehension difficulties that EFL learners have. It also showed

several studies that examined the influence of note taking strategy on listening comprehension skills. Some of these studies proved the positive influence of note taking strategies while others confirmed the ineffectiveness of the strategy in enhancing learners' performance in listening tests. The survey of the previous studies also included related studies that explained the importance of note taking strategy and its role in improving many other skills. Moreover, the researcher presented different studies that talk about the content of notes and the criteria of good quality notes and their influence on learners' performance. Finally, the researcher presented the most common note taking methods.

## **Chapter Three**

### **Methodology and Procedures**

#### **3.1. Introduction**

#### **3.2. Methodology and Design of the Study**

#### **3.3. Instrumentation**

#### **3.4. Pre & post Listening Comprehension Test**

#### **3.5. Validity of the Listening Comprehension Test**

#### **3.6. Reliability of the Listening Comprehension Test**

#### **3.7. Procedures of the Study**

#### **3.8. Population of the Study**

#### **3.9. The Study Sample**

#### **3.10. Study Variables**

#### **3.11. Summary**

## **Chapter Three**

### **Methodology and Procedures**

#### **3.1. Introduction:**

Chapter three is concerned with methodology, data collection instrument, data analysis and the procedures that were followed to complete the process of data collection. It also describes the target population and sample.

#### **3.2. Methodology and Design of the Study:**

This section is concerned with specifying the steps and methodology used in implementing the research experiment. The objective of present study is to examine the influence of using note-taking strategy on improving students' English listening comprehension skills. To attain this objective, the study was conducted based on experimental design by which the control group was taught in a traditional way. The experimental group, on the other hand, was exposed to the note taking strategy as an aid in listening classes. This group listened to the excerpt and was asked to take notes during listening. After that, the teacher distributed the listening comprehension questions of the test to students, who used their notes to answer them.

### **3.3. Instrumentation:**

After reading several studies and conducting a review of literature on the importance of applying note taking strategy on improving students' English listening comprehension skills, data was collected via one instrument which is a listening test developed in English. Students had a pre- listening test and a post-listening test in order to measure their potentials in listening after conducting it.

### **3.4. Pre & post Listening Comprehension Test:**

The instrument that was used in this study is a pre and a post English listening comprehension test. The test was given to the sample to get information about the participants English listening comprehension skills. The test was taken from "First Certificate in English Listening and Speaking Skills 1" by Evans and Milton, (2002). The test was out of thirty marks. It was divided into four parts. The first part included eight multiple choice questions. The second part consisted of ten fill in the gap questions. The third part included a five points matching question. The Final part contained seven fill in the gap questions. It included listening to short conversations and interviews. All parts of the test measure English listening comprehension skills.

### **3.5. Validity of the Listening Comprehension Test:**

The listening comprehension test was taken from "FCE listening and Speaking Skills1". The listening test was also given to five experts in the

domain of English language teaching of the university level and Ministry of Education. They assured that the content of the test is good and measures students' English listening comprehension skills.

### **3.6. Reliability of the Listening Comprehension Test:**

The reliability coefficient (Cronbach Alpha) was calculated to find the level of homogeneity of the whole test. Cronbach Alpha's value for all parts was 0.85% which is considered acceptable.

### **3.7. Procedures of the Study:**

The researcher used the following procedures during the implementation of the present study:

- Firstly, a Standard English listening comprehension test was taken from "FCE Listening and Speaking Skills 1". A group of experts in TEFL approved the utility and validity of the instrument.
- Secondly, permission was taken from the Faculty of Graduate Studies at An-Najah National University to Arab American University to carry out the study at the ELC and to get the needed data.
- Thirdly, the researcher chose 60 advanced English students as a sample of the study. The students were divided into two groups. Each group consisted of 30 students. The first group was the experimental group in which the researcher used note taking as the



teaching strategy in listening classes. The second group was the control group in which the students were taught in the traditional way in English listening comprehension classes.

- Fourthly, Students in the experimental group did an English listening comprehension test at the beginning of the summer semester 2015-2016. After that, they received 6 weeks practice on note-taking in their Listening classes. They were taught some note taking methods such as: the outlining method, the mapping method and the sentence method. In listening classes, students listened to the material twice and took notes. Then, the teacher distributed the questions to the students who used their notes to answer them. Most students took notes using the outlining and the sentence method because they found them effective and easy to use. In the end of the experiment, they did an English listening comprehension test after 6 weeks of note-taking practice.
- Fifthly, the second group which was the control was taught in a traditional way after they did an English listening comprehension test at the beginning of the summer semester 2015-2016. After six weeks of traditional teaching in listening comprehension classes, students in the control group did an English listening comprehension test.
- Finally, tests results were statistically analyzed to find out if there are any significant statistical differences between the experimental and

the control group in the influence of applying note-taking strategy on improving students' English listening comprehension skills.

### **3.8. Population of the Study:**

The total population of the present study is composed of all female and male advanced English students who study at the English language Center (ELC) in the Arab American University - Jenin in the academic year 2015-2016, summer semester. It involved 508 advanced English students.

### **3.9. The Study Sample:**

The researcher selected two sections of advanced English which consisted of 60 female and male learners who enrolled the course at the English Language Center (ELC) in the Arab American University - Jenin.

The sample was divided in accordance with three independent variables. The tables one, two and three illustrate the sample's distribution according to the three variables: teaching strategy, gender and academic level.

#### **A. Teaching Strategy (Group):**

**Table (1): Distribution of the sample according to the variable of teaching strategy (group)**

<b>Teaching strategy (group)</b>	<b>Frequency</b>	<b>Percentage</b>
Valid Control group	30	50.0
Experimental group	30	50.0
<b>Total</b>	<b>60</b>	<b>100.0</b>

As it is indicated in Table 1, the frequencies of this study are: 30 for the control group members and 30 for the experimental group members which mean that the control group participants consisted of 50.0% of the sample and the experimental group participants consisted of 50.0%.

### **B. Gender:**

**Table (2): Distribution of the sample according to the variable of gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Valid male	24	40.0
Valid female	36	60.0
<b>Total</b>	<b>60</b>	<b>100.0</b>

It is illustrated in Table 2, the frequencies of the study are: 24 for the male students and 36 for the female students which mean that males form 40% and females form 60%.

### **C. Academic Level:**

**Table (3): Distribution of the sample according to the variable of academic level**

<b>Year Level</b>	<b>Frequency</b>	<b>Percentage</b>
Valid 1 <sup>st</sup> year	31	51.7
Valid 2 <sup>nd</sup> year	17	28.3
Valid 3 <sup>rd</sup> year& above	12	20.0
<b>Total</b>	<b>60</b>	<b>100.0</b>

It is noticed in Table 3 that the frequencies of the study are: 31 for the participants of first year, 17 for the participants of second year and 12 for the participants of third and fourth year which means that first year

students composed 51.7% of the sample, second year students composed 28.3% and third year & above students composed 20.0%.

### **3.10. Study Variables:**

The present study has these variables:

#### **3.10. 1.The Moderator Variables:**

- The variable of gender that has two levels: females and males.
- The variable of academic level that has three levels: first year, second year and third year & above.

#### **3.10.2. The Independent Variable:**

- The variable of teaching strategy that has two levels: note taking strategy and traditional teaching.

#### **3.10.3. The Dependent Variable:**

Students' performance in English listening comprehension skills.

### **3.11. Summary:**

Chapter three included the data collection tool that was used to investigate the influence of applying note taking strategy on improving students' listening comprehension skills. It also included: methodology, tools, variables, validity and reliability of the study, population of the study and the study sample.

## **Chapter Four**

### **Findings of the Study**

#### **4.1 Introduction**

#### **4.2. Findings of the First Question**

#### **4.3. Findings of the Second Question**

#### **4.4. Findings of the Third Question**

#### **4.5. Findings of the Fourth Question**

#### **4.6. Summary**

## **Chapter Four**

### **Findings of the Study**

#### **4.1. Introduction:**

Chapter four presents the study statistical results. The present study was conducted to examine the influence of applying note taking strategy on improving students' English listening comprehension skills in the ELC in the Arab American University in Jenin. This chapter reports the results of the statistical analysis of the pre & post English listening comprehension tests for both the experimental and control groups. Accordingly, the statistical analysis of data is used to answer the study main and sub-questions.

#### **4.2. Findings of the First question:**

In order to answer the first sub question Which is : 1. Are there any significant statistical differences at ( $\alpha= 0.05$ ) in the influence of applying note-taking strategy on improving students' English listening comprehension skills between the results of the pre- test and the post-test of the experimental group? The researcher used a paired sample TTest to answer this question and the findings were as they are indicated in the following table.

**Table (4) Findings of the paired sample T Test of the pre & post listening comprehension test of the experimental group**

Test	Mean	Std. Deviation	Mean difference	df	t	Sig
Pre	9.4333	4.14133	-3.43333-	29	-4.150-	.000
post	12.8667	6.08975				

It is noticed in Table (4) and according to the findings of the paired sample TTest to see if there are any significant differences between the results of the pre & post test of the experimental group that:

There are significant statistical differences at ( $\alpha = 0.05$ ) between the results of the pre listening comprehension test ( $M = 9.4333$ ,  $SD = 4.14133$ ) and the post listening comprehension test ( $M = 12.8667$ ,  $SD = 6.08975$ ) of the experimental group in the favor of the post test with ( $df = 29$ ,  $t = -4.150$ -,  $Sig = .000$ ).

#### **4.3. Findings of the second Question:**

To answer the third sub question Which is: 2. Are there any significant statistical differences at ( $\alpha = 0.05$ ) in the influence of applying note taking on improving students' English listening comprehension skills between the results of the post-tests for both the control group and the experimental group? The researcher used an independent sample T Test and the findings were as they are presented in the next table.

**Table (5) Findings of the independent sample T Test of the post listening comprehension test of the control and experimental group**

group	Mean	Std. Deviation	Mean difference	df	t	Sig
Post test	9.5333	3.87506	-3.33333-	58	-2.529-	.014
control experimental	12.8667	6.08975				

It is demonstrated in Table (5) and according to the findings of the independent sample TTest to see if there are any significant differences between the findings of the post test of both the control group and experimental group:

There are statistical significant differences at ( $\alpha= 0.05$ ) between the results of the post listening comprehension test of the control group ( $M=9.5333$ ,  $SD= 3.87506$ ) and the post listening comprehension test of the experimental group ( $M= 12.8667$ ,  $SD= 6.08975$ ) for the favor of the experimental group with ( $df= 58$ ,  $t= -2.529-$  ,  $Sig= .014$ ).

#### **4.4. Findings of the Third Question:**

To answer the third question Which is: 3. Are there any significant statistical differences at ( $\alpha=0.05$ ) in the influence of applying note-taking strategy on improving students' English listening comprehension skills between the results of the pre-test and the post-test of the experimental group due to gender? The researcher used an independent sample t test and the findings were as they are presented in the following table.



**Table (6) Findings of the independent sample TTest of the pre and post listening comprehension test of the Experimental group due to gender**

gender	Mean	Std. Deviation	Mean difference	df	t	Sig
Pre- test male	9.4000	5.19340	-.06667	28	-.043-	.966
Pre- test female	9.4667	2.92445				
Post- test male	12.3333	7.19788	-1.06667-	28	-.473-	.640
Post- test female	13.4000	4.93964				

It is shown in Table (6) and according to the results of the independent sample T Test to see if there are any significant differences between the results of the pre and post test of the experimental group due to gender:

There are no statistical significant differences at ( $\alpha = 0.05$ ) between the results of males ( $M = 9.4000$ ,  $SD = 5.19340$ ) and the results of females ( $M = 9.4667$ ,  $SD = 2.92445$ ) in the pre-test of the experimental group of a ( $df = 28$ ,  $t = -.043-$  &  $sig = .966$ ).

There are no statistical significant differences at ( $\alpha = 0.05$ ) between the results of males ( $M = 12.3333$ ,  $SD = 7.19788$ ) and the results of females ( $M = 13.4000$ ,  $SD = 4.93964$ ) in the post-test of the experimental group of a ( $df = 28$ ,  $t = -.473-$  &  $sig = .640$ ).

#### **4.5. Findings of the Fourth Question:**

To answer the Fourth sub question to find if there are any significant statistical differences at ( $\alpha = 0.05$ ) in the influence of applying note-taking strategy on improving students' English listening comprehension skills between the results of the pre-test and the post-test of the experimental

group due to university academic level, the researcher used a paired sample T Test and the findings were as they are presented in the following table.

**Table (7) Findings of the paired sample T Test of the differences between the pre and post listening comprehension test of the experimental group due to academic level**

Academic level		Mean	Std. Deviation	Mean difference	Std. deviation difference	t	df	Sig
1 <sup>st</sup> yr	Pre total-post total	10.2353-15.2941	4.56247-6.46882	-5.05882	4.19032	-4.978	16	.000
2 <sup>nd</sup> yr	Pre total-post total	11.0000-10.0000	2.54951-5.65685	1.00000	6.04152	.370	4	.730
3 <sup>rd</sup> yr & above	Pre total-post total	6.7500-9.5000	2.86606-2.56348	-2.75000	1.75255	-4.438	7	.003

It is illustrated in Table (7) and according to the findings of the paired sample T Test to see if there are any significant differences between the findings of the pre and post test of the experimental group due to academic level:

There are statistical significant differences at ( $\alpha= 0.05$ ) between the findings of the pre test ( $M =10.2353$ ,  $SD= 4.56247$ ) and the findings of the post test ( $M=15.2941$ ,  $SD= 6.46882$ ) in the experimental group of a ( $df= 16$ ,  $t= -4.978$  &  $sig =.000$ ) due to the first academic level (first year) in favor of the post test.

There are no statistical significant differences at ( $\alpha= 0.05$ ) between the findings of the pre test ( $M =11.0000$ ,  $SD= 2.54951$ ) and the findings of

the post test ( $M=10.0000$ ,  $SD= 5.65685$ ) in the experimental group of a ( $df= 4$ ,  $t= .370$  &  $sig =.730$ ) due to the second academic level (second year).

There are statistical significant differences at ( $\alpha= 0.05$ ) between the findings of the pre test ( $M =6.7500$ ,  $SD= 2.86606$ ) and the findings of the post test ( $M=9.5000$ ,  $SD= 2.56348$ ) in the experimental group of a ( $df= 7$ ,  $t= -4.438$  &  $sig =.003$ ) due to the third academic level (third year & above) in favor of the post test.

#### **4.6. Summary:**

Chapter four included the results of the statistical analysis of the questions of the study. The findings were divided into two parts:

- The first part aimed at answering the central question of the study which attempted to investigate the influence of applying note taking strategy on improving students' English listening comprehension skills at the Arab American University in Jenin.
- The second part was devoted to present the results in terms of the study variables (gender & academic level) and their relation with the note taking strategy and its influence on improving students' English listening comprehension skills at the Arab American University in Jenin.

## **Chapter Five**

### **Discussion of Results, Conclusion and Recommendations**

#### **5.1. Introduction**

#### **5.2. Discussion of the Study Results**

#### **5.3. Conclusion**

#### **5.4. Recommendations**

## **Chapter Five**

### **Discussion of Results, Conclusion and Recommendations**

#### **5.1. Introduction:**

This chapter includes three main parts. The first part discusses the findings of the study in terms of the study variables that include the teaching strategy, the gender, and the academic level. The second part of this chapter includes the conclusions of the study. The final part presents the recommendations that the researcher came up with based on the findings of the present study.

#### **5.2. Discussion of Results:**

After analyzing the results of the experiment and computing the mean and standard deviation of the listening comprehension tests and finding out the total score of the influence of applying note taking strategy on improving English listening comprehension skills of ELC advanced students at the Arab American University in Jenin, looking through tables (4, 5, 6, 7) in chapter four, the findings revealed the following:

The results of data analysis of the central question of the study which is: What is the influence of applying note taking strategy on improving students' English listening comprehension skills revealed that students who were exposed to the note taking strategy achieved higher scores in the post

listening comprehension test than the participants of the control group who were taught in a traditional way in listening classes, see Table (5).

The results of data analysis confirm the effectiveness of the note taking strategy in improving students' listening comprehension skills. This emphasizes what Tsai and Wu (2010) found out in their experiment. They confirmed that students who received note taking practice achieved higher scores in listening comprehension tests than students who didn't receive any training. It also agrees with what Piolat, Olive and Kellogg (2005) explained in their study that stressed the positive influence of note taking strategy on improving learners' listening comprehension skills. In their study, they explained that writing notes on papers helps learners to filter information and make connection which as a result enhances comprehension. Similarly, the findings support what Boch and Piolat (2004) and Van Meter et.al (1994) reported about the effectiveness of note taking in increasing comprehension and performance in listening tests.

The results, on the other hand, contrast with what Carrell (2007) and Clark et.al (2014) reached to in their studies. They found out that the strategy of note taking wasn't effective in enhancing students' listening comprehension and achievements in listening tests. Carrell (2007) reported that just 20% of the students' notes were related to the multiple choice questions in the listening test. According to the study Carrell conducted, the rest of the notes were irrelevant. In fact, Carrell findings contradict with the results of the present study since most of the questions in the listening

comprehension test that was used are multiple choice questions, (see Appendix (A)) and the learners' performance enhanced after the use of note taking strategy which indicates that the notes were useful and relevant to the questions, see Table (4).

In fact, the results of the study prove the main hypothesis which is: applying note taking strategy improves students' English listening comprehension skills. In the data analysis the significance was less than the value of alpha which confirmed the positive influence of using note taking as a teaching strategy in listening classes, see Table (5).

Regarding the second variable, which is the gender, the data analysis showed that there were no significant statistical differences between the results of males and the results of females in the pre and the post English listening comprehension tests in the experimental group, see Table (6). The researcher relates these results to different reasons such as classroom instruction, classroom atmosphere and teacher's behaviors. The researcher suggests that both males and females received the same instruction and were taught in the same way so it's a natural result since there were no differences in the teaching method the teacher used in her class with both males and females. Moreover, the physical environment was the same for both of them. They had similar seats, computers, tables and other things that surrounded them. They were taught in the same class, exposed to the same conditions and learned in the same atmosphere. In addition, the

researcher assured that both males and females were treated in the same way and emphasized that she was not bias in dealing with them.

Finally, the results of the paired sample T Test showed that there were significant statistical differences in the students' results due to the first and third academic level while there were no significant statistical differences in the students' results due to the second academic level in the experimental group, see Table (7). The researcher relates these results to the enthusiasm and high motivation that first year students usually have towards learning since university is a new experience for them. Moreover, most students in Palestine join university immediately after Tawjihi so they usually still have the information fresh in their minds and they are still in connection with English language.

Moreover, there were significant statistical differences between the results of the pre test and the post test due to the third academic level in the experimental group, see Table (7). The researcher, therefore, relates these results to the experience that those students acquired. The researcher thinks that students in the third academic level became familiar with the course and gain some experience because most of students who take advanced English course in their third year were beginners in their first year. This means that advanced English is the third English course that they registered. Students usually register English courses in their first year because the university system obliges them to do so. As a result, most students who register advanced English in their third and fourth year took



beginning English and intermediate English before in their first or second year. Studying more than one English course keeps them in connection with the language and improves their English. Students who have experience with the language show more willingness to try new strategies that improve their English language and comprehension. Being pretty good at English language makes it easier for them to take notes in the target language and to use those notes to enhance their understanding.

### **5.3. Conclusions:**

In the light of the findings of this study, the researcher concluded the following points:

1. Note taking is an effective strategy that improves the learners' listening comprehension skills and enhances their performance in listening comprehension.
2. Gender doesn't influence listening comprehension.
3. Academic level of the students influences listening comprehension.
4. Students who were exposed to the note taking strategy in the listening classes had better performance than those who received traditional classroom instruction in listening classes.

#### **5.4. Recommendations:**

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

##### **Firstly: For the Ministry of Education:**

The Ministry of Education is advised to:

1. include the note taking techniques in the curriculum since they are effective and increase learners' listening comprehension.
2. train teachers on how to use the different techniques of note taking in an effective way by providing them with guide books and arranging workshops and training courses on how to employ note taking in the teaching-learning process.

##### **Secondly: For Teachers:**

Teachers are advised to:

1. encourage students to take notes during listening classes by explaining to students the usefulness of taking notes and making them aware of the effectiveness of this strategy.
2. give students training courses on how to take notes of good quality.
3. train students to use the different techniques of note taking.

4. adopt the best note taking techniques that meet their students' learning styles and needs.
5. give their students clear instruction on how to take and share notes in order to get benefit from the strategy and the sharing process among peers.

**Thirdly: For Future Studies:**

Researchers are advised to:

1. conduct more research on the different note taking methods and how to use them effectively.
2. cast light on the criteria of good notes and on how to guide learners to create notes with good quality.

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## **Appendices**

### **Appendix A**

**The Arab American University/ ELC**

**Listening Comprehension Test**

**Advanced English Lab**

**Dear students,**

This test is the tool used by the researcher to collect the necessary information for completing a study entitled “The Influence of Applying Note-taking Strategy on improving Students’ English Listening comprehension Skills at Arab American University-Jenin”.

This test consists of five parts: part one contains personal information: Academic level and Gender. Part two includes listening to people talking in eight different situations. For questions 1-8, choose the best answer A, B or C. Part three contains listening to part of a radio report about newly published book. For questions 9-18 , complete the notes which summarizes what the speaker says. You will need to write a word or a short phrase in each space. Part four contains listening to five speakers talking about a demonstration. For questions 19-23 , choose from the list A-F which statement applies to which speaker. Use the letters only once. There is only one extra letter which you don’t need to use. Part five includes

listening to a conversation which takes place with a salesman after Donald and Margaret Travis have taken a new car for a test drive. Answer questions 24-30 by providing M for ( Margaret), D for ( Donald) or S for the salesman in the spaces provided.

The researcher would be pleased if you answer all the parts in the test in the answer sheet provided. Your answers will be kept strictly confidential and used for the study purposes only.

**Thank you for your cooperation**

**The researcher: AmalHishamMaraabeh**

Email: [amal.marabeh@aauj.edu](mailto:amal.marabeh@aauj.edu)

**Part (1) : Personal Information**

**Please put the mark ( x) in the space that applies to you .**

**Gender:**

a. Male (    )    b. Female (    )

**Academic level:**

a. first year    b. second year    c. third year & above.

**Part 2:**

**1. You will hear people talking in eight different situations. For questions 1-8, choose the best answer A, B or C. (8 points)**

**1. You switch on the local radio and hear this. You are listening to :**

- A. a documentary.
- B. an advertisement.
- C. a current affairs programme.

**2. Listen to this person talking on TV about George Crosvenor. George Crosvenor is :**

- A. a politician.
- B. a farmer.
- C. a fisherman.

**3. Listen to the conversation. The action takes place in:**

- A. a theatre.
- B. a radio studio.
- C. a TV studio.

**4. Listen to this conversation between a doctor and a patient. The patient:**

- A. is unsure of where the pain is.
- B. sometimes cries with pain.
- C. is wasting the doctor's time.

**5. Listen to the news item. Mrs Turner:**

- A. pays a £ 58 a week rent.
- B. gets 15 pence a week from the council.
- C. owes the council money.

**6. Listen to this conversation. Peter is:**

- A. a head teacher.
- B. a student.
- C. a teacher.

**7. listen to this news item. The theatre is:**

- A. putting on an additional performance.
- B. cancelling the matinees.
- C. part of the TV show Lumberjack.

**8. You hear this person talking on the telephone. She is talking to :**

- A. a friend.
- B. an architect.
- C. a builder.

***Part 3***

**You will hear part of a radio report about newly published book. For questions 9-18 , complete the notes which summarizes what the speaker says. You will need to write a word or a short phrase in each space. ( 10 points)**

**9.** Natalie Hardcastle's house has no

.....

**10.** When you , Natalie dreamed of

.....

**11.** Her dreams never came true because of a  
(n).....

**12.** She married Tony Hardcastle who was a .....and **13.**  
a.....

**14.** His risky business deals led to

.....



15. Natalie worried  
about.....

16. Tony died in  
.....

17. After Tony's death, who wanted his money?  
.....

18. The book made the reporter think positively of  
.....

#### ***Part 4***

**You will hear five speakers talking about a demonstration. For questions 19-23 , choose from the list A-F which statement applies to which speaker. Use the letters only once. There is only one extra letter which you don't need to use. ( 5 points)**

<b>A.</b> The Speaker was amazed.
<b>B.</b> This speaker was proved right.
<b>C.</b> This speaker was coming home from school.
<b>D.</b> This speaker was curious to know what would happen.
<b>E.</b> The speaker was very embarrassed.
<b>F.</b> the speaker needed some help.

19. Speaker 1 .....
20. Speaker 2 .....
21. Speaker 3.....
22. Speaker 4.....
23. Speaker 5.....

#### ***Part 5***

**You will hear a conversation which takes place with a salesman after Donald and Margaret Travis have taken a new car for a test drive. Answer questions 24-30 by providing M for ( Margaret), D for ( Donald) or S for the salesman in the spaces provided. ( 7 points)**

24. Who has trouble changing the stations in the radio ?

.....

25. Who moved the seat? .....

26. Who thinks the car is good value? .....

27. Who is fat? .....

28. Who is tall? .....

29. Who listens to the radio in the car? .....

30. Who is not sure yet? .....

**Appendix B****The Validation Committee for the English Listening  
Comprehension Test**

<b>1. Dr. Ahmed Awad</b>	<b>An-Najah National University</b>
<b>2. Dr. Graham Stott</b>	<b>The Arab American University</b>
<b>3. Dr. Tareq Fakhoury</b>	<b>The Arab American University</b>
<b>4. Dr. Mossadaq Barahmeh</b>	<b>The Arab American University</b>
<b>5. Mr. Hassan Naqeeb</b>	<b>The Arab American University</b>

## Appendix C

An-Najah  
National University  
Faculty of Graduate Studies



جامعة  
النجاح الوطنية  
كلية الدراسات العليا

التاريخ: 2016/7/28

حضرة السيدة مديرة مركز اللغات المحترمة  
الجامعة العربية الأمريكية/جنين

الموضوع: تسهيل مهمة الطالبة / أمل هشام محمود مراعيه ، رقم تسجيل 11457454، تخصص ماجستير  
اساليب تدريس اللغة الانجليزية.  
تحية طيبة وبعد،،،

تسهيل مهمة الطالبة / أمل هشام محمود مراعيه ، رقم تسجيل 11457454، تخصص ماجستير اساليب تدريس  
اللغة الانجليزية ، وهي بصدد اعداد الأطروحة الخاصة بها والتي عنوانها:

(The influence of Applpying Note-Taking Strategy on Improving Students'  
English Listening Comprehension Skills at the Arab American university- Jenin)

يرجى من حضرتكم تسهيل مهمة الطالبة المذكورة اعلاه في تطبيق مادة الاختيار على طلبة مركز اللغات،  
وذلك لاستكمال إجراءات الأطروحة الخاصة بها.

شاكرين لكم حسن تعاونكم.

مع وافر الاحترام،،،

مع المودة والصلوة على الصالحين.

د. P. مدير مركز اللغات

صع طبت  
٢٠١٦/٧/٢٨

د. فايز محاميد  
جامعة النجاح الوطنية  
كلية الدراسات العليا  
شيفس - فلسطين قسم الدراسات العليا للعلوم الانسانية



قسطين، نابلس، من ب 7:707 هاتف: 2345115، 2345114، 2345113 (09) (972) \* فاكس: 2342907 (09) (972)  
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جامعة النجاح الوطنية  
كلية الدراسات العليا

أثر تطبيق استراتيجية تدوين الملاحظات على تحسين مهارات الاستيعاب  
السمعية في اللغة الانجليزية لدى طلبة الجامعة العربية الأمريكية-جنين

إعداد  
أمل هشام مراعبة

إشراف  
د. أحمد عوض

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

2017

ب

## أثر تطبيق استراتيجية تدوين الملاحظات على تحسين مهارات الاستيعاب السمعية في اللغة الانجليزية لدى طلبة الجامعة العربية الأمريكية-جنين

إعداد

أمل هشام مراعبة

إشراف

د. أحمد عوض

الملخص

هدفت هذه الدراسة لفحص أثر تطبيق استراتيجية تدوين الملاحظات على تحسين مهارات الاستيعاب السمعية في اللغة الانجليزية لدى طلبة الجامعة العربية الأمريكية - جنين، حيث فحصت الدراسة أثر المتغيرات التالية: (طريقة التدريس، الجنس، السنة الدراسية) على اداء الطلبة في اختبار سمعي يقيس المهارات الاستيعابية.

لتحقيق الهدف الرئيسي للدراسة، قامت الباحثة باستخدام امتحان سمعي يقيس المهارات الاستيعابية باللغة الانجليزية لفحص أثر تطبيق استراتيجية تدوين الملاحظات على اداء الطلبة.

تقدمت عينة اختارتها الباحثة مكونة من 60 طالب يدرسون مساق اللغة الانجليزية /مستوى متقدم لاختبارسماعي قبلي وبعدي لفحص المهارات الاستيعابية السمعية. تكونت العينة من مجموعتين، الأولى ضابطة ومكونة من 30 طالب وطالبة حيث تم تدريسها بطريقة تقليدية خلال فترة التجربة ومجموعة تجريبية مكونة من 30 طالب وطالبة تم تدريسهم باستخدام استراتيجية تدوين الملاحظات خلال فترة التجربة.

أظهرت نتائج الدراسة الأثر الايجابي لتطبيق استراتيجية تدوين الملاحظات على تحسين المهارات الاستيعابية السمعية في اللغة الانجليزية للطلبة في المجموعة التجريبية. حيث أظهرت النتائج أن هناك فروق ذات دلالة احصائية بين نتائج طلبة المجموعة الضابطة ونتائج طلبة المجموعة التجريبية في الامتحان البعدي، حيث كانت الفروق لصالح المجموعة التجريبية.

وبناءً على نتائج هذه الدراسة أوصت الباحثة بتضمين تقنيات استراتيجية تدوين الملاحظات في المناهج لكونها فعالة وتزيد من مستوى مهارات الاستيعاب السمعية. كما أوصت بضرورة تدريب المعلمين على كيفية استخدام التقنيات المختلفة لاستراتيجية تدوين الملاحظات بشكل فاعل. واقترحت الباحثة أيضاً إجراء مزيداً من البحوث لفحص الصعوبات التي تواجه استخدام استراتيجية تدوين الملاحظات و طرق تخطيها.