

# **The Relationship Between Effective and Non-Effective Note-Taking Strategies and the Achievement of EFL College Students in Reading Comprehension.**

*A Thesis*

Submitted to the Council of the College of Education / Ibn  
Rushd at the University of Baghdad in Partial Fulfillment of  
the Requirements for the Degree of Master of Arts in  
Methods of Teaching English.

*By*

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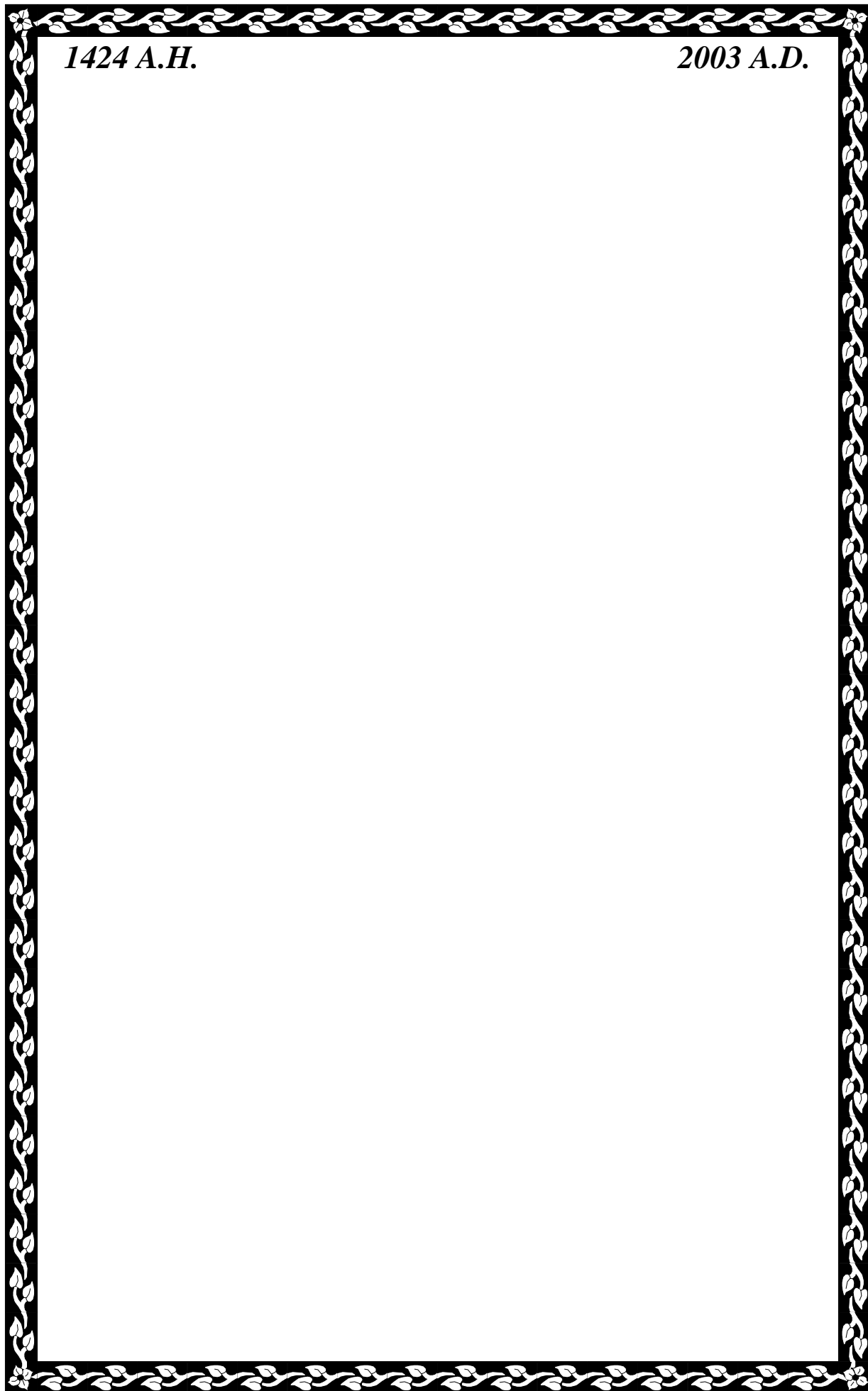
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*1424 A.H.*

*2003 A.D.*



العلاقة بين الاستراتيجيات الفعالة وغير  
الفعالة لتدوين الملاحظات وتحصيل طلبة  
الجامعة الدارسين للغة الإنكليزية في مادة  
الاستيعاب القرائي

رسالة

مقدمة إلى مجلس كلية التربية (ابن رشد) في جامعة بغداد وهي  
جزء من متطلبات درجة الماجستير تربية في طرائق تدريس اللغة  
الإنكليزية

من

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بإشراف

المدرس الدكتورة  
فاتن خيرى الرفاعي

2003هـ

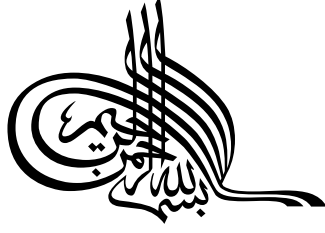
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***Dedication***

***To my Parents with Love***

***Wardah***



ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ❖ مَا أَنْتَ بِنِعْمَةِ رَبِّكَ  
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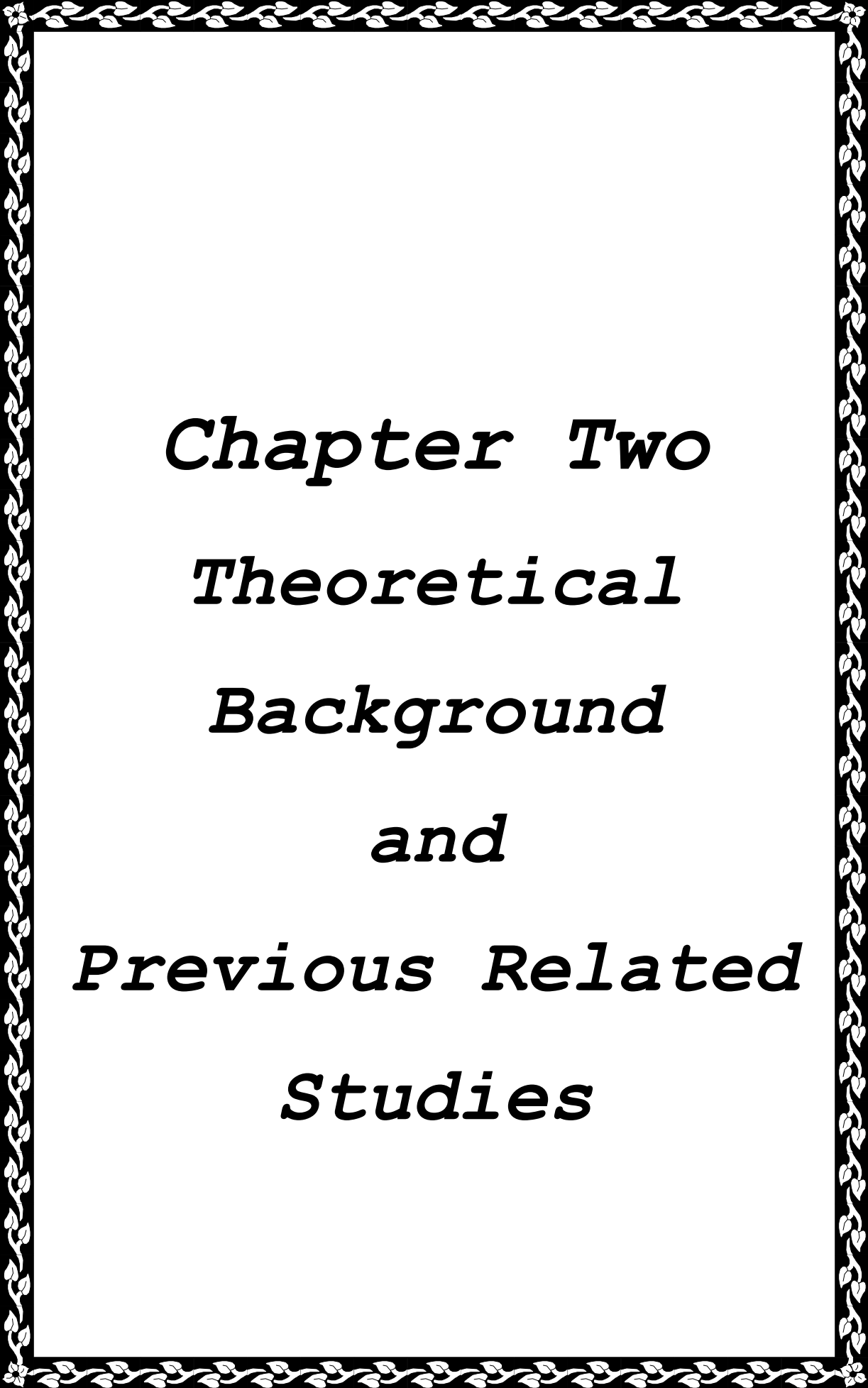
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## *Introduction*



*Chapter Two*

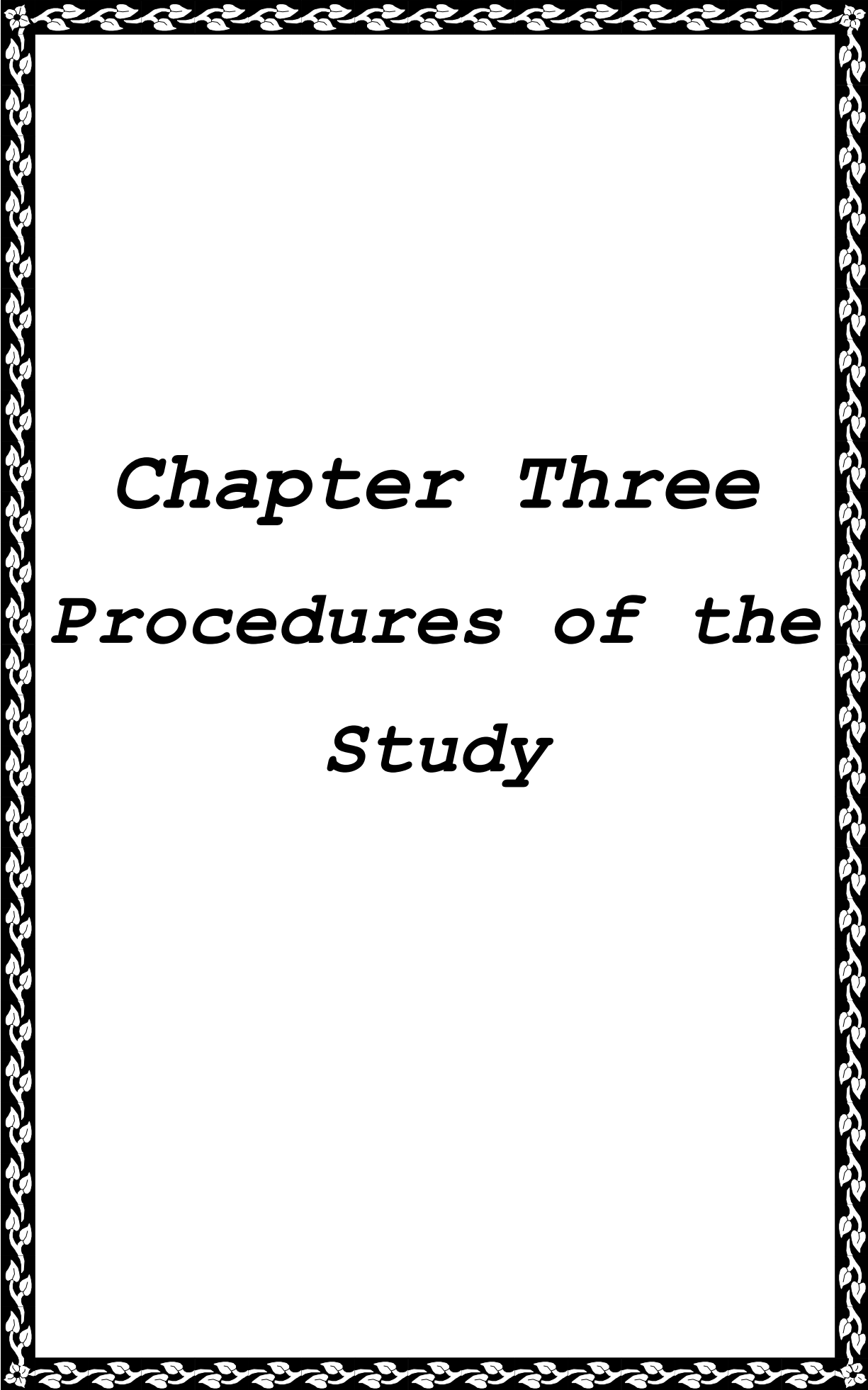
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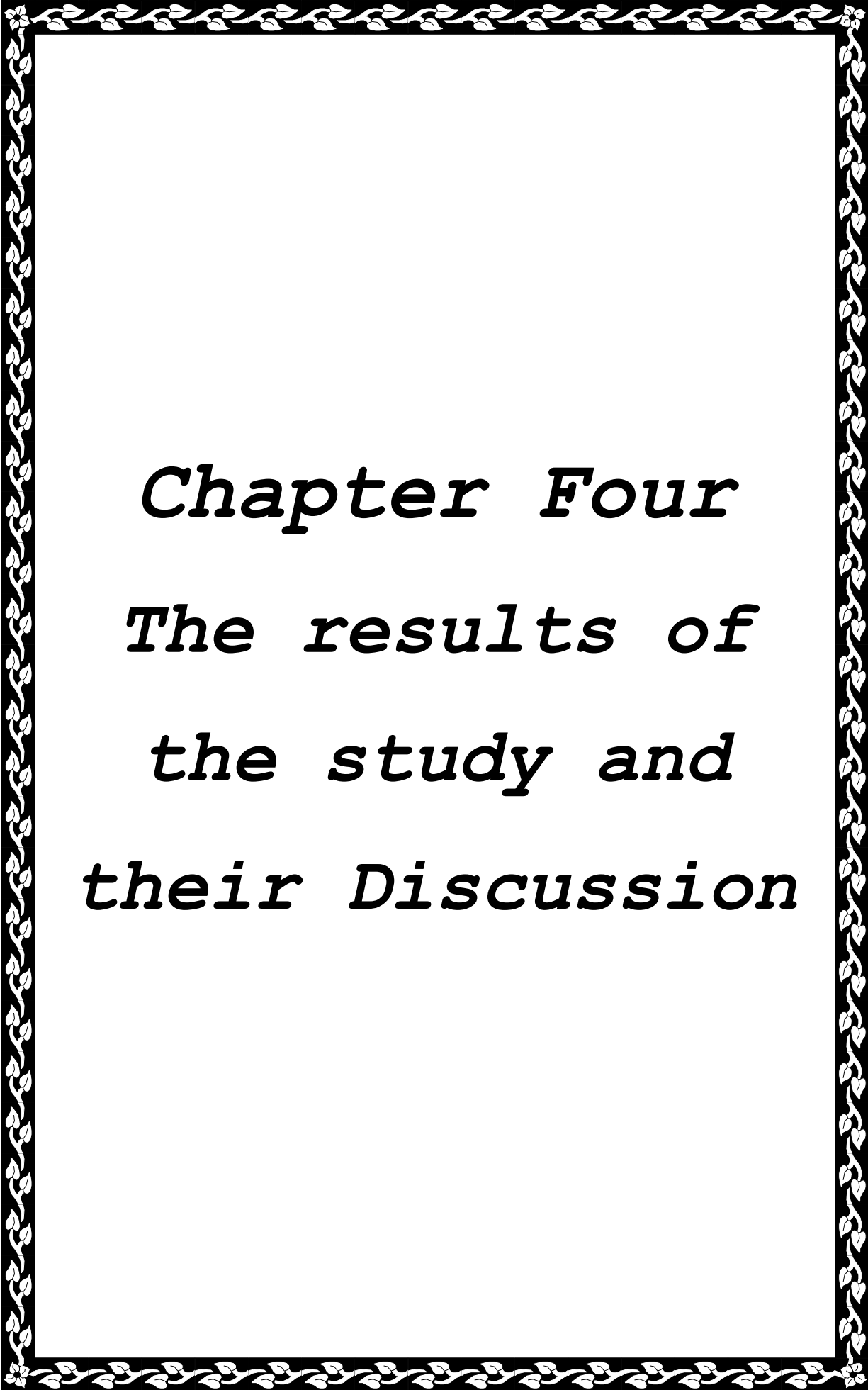
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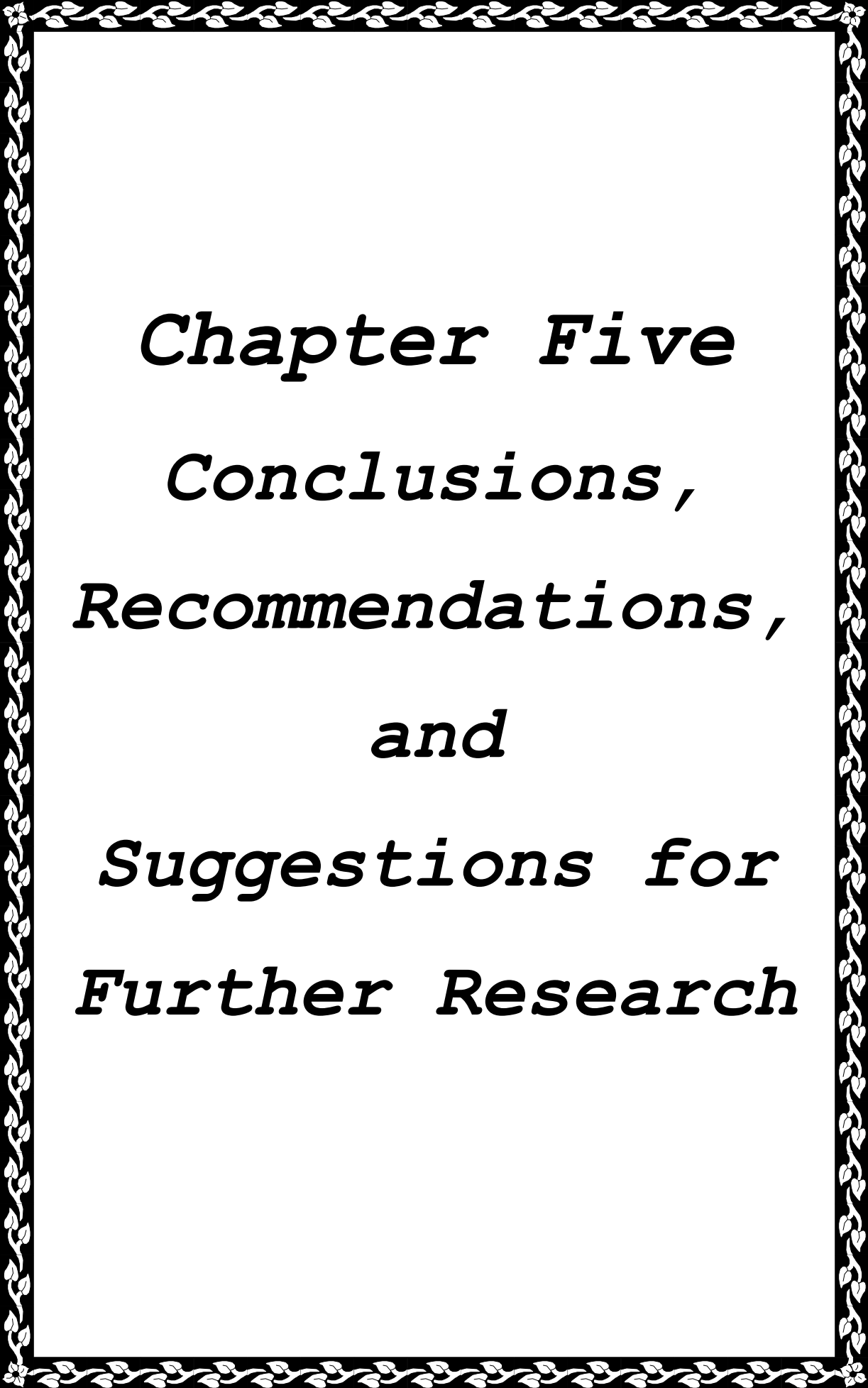


*Chapter Three*  
*Procedures of the*  
*Study*





*Chapter Four*  
*The results of*  
*the study and*  
*their Discussion*



*Chapter Five*  
*Conclusions,*  
*Recommendations,*  
*and*  
*Suggestions for*  
*Further Research*



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I certify that this thesis has been prepared under my supervision at the University of Baghdad as a Partial fulfillment of the requirements for the degree of Master of Arts in Methods of Teaching English.

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# الخلاصة

إنّ التدوين الفعال للملاحظات عند القراءة هو فعالية أكاديمية مهمة تساعد الطلبة على التركيز و تحفز قدراتهم على التذكر، وتوجههم ليكونوا منظمين. وبينما يتوقع اغلب الطلبة إن عليهم أن يدونوا الملاحظات في الجامعة، الكثير لا يأخذ منهم الوقت ليكتشف كيف يدون ملاحظات فعالة.

الدراسة الحالية تهدف إلى :

- 1- تمييز الاستراتيجيات الفعالة و غير الفعالة لتدوين الملاحظات.
  - 2- تمييز مدوني الملاحظات الفعالين وغير الفعالين.
  - 3- إيجاد ما إذا كانت هناك أي علاقة إحصائية دالة بين الاستراتيجيات المتبعة لتدوين الملاحظات وتحصيل طلبة الكلية في مادة الاستيعاب القرائي.
- لغرض تحقيق أهداف الدراسة افترضت الباحثة ان ليست هناك أي علاقة إحصائية دالة بين الاستراتيجيات الفعالة وغير الفعالة لتدوين الملاحظات وتحصيل طلبة الكلية في مادة الاستيعاب القرائي.

اقتصرت الدراسة الحالية على طلبة المرحلة الثالثة في جامعة بغداد المسجلين في أقسام اللغة الإنكليزية في كلية التربية ابن رشد وكلية التربية للبنات للعام الدراسي 2003/2002 واقتصرت أيضا على تدوين الملاحظات عند القراءة.

ولتحقيق أهداف الدراسة والتثبت من صحة الفرضية الموضوعية طُورت استبانة ووزعت على (83) طالبا وطالبة من الكليتين المذكورتين في أعلاه . استنبطت فقرات الاستبانة من إجابات الطلاب عن السؤال المفتوح الذي طلب فيه منه وصف الأساليب والعادات والاستراتيجيات المتبعة من قبلهم لتدوين الملاحظات عند القراءة. وكذلك من الأدبيات والدراسات ذات الصلة. وكذلك قدمت قطعة الاختبار لتدوين الملاحظات واختباري تحصيل للفهم القرائي.

وبعد معالجة البيانات إحصائيا باستخدام وسائل إحصائية مناسبة وجد ان هناك علاقة موجبة ذا دلالة إحصائية بين الاستراتيجيات الفعالة لتدوين الملاحظات وتحصيل طلبة الكلية، وعلاقة سالبة ذات دلالة إحصائية بين الاستراتيجيات غير الفعالة لتدوين الملاحظات وتحصيل طلبة الكلية.

وأخيراً وضعت الباحثة عدداً من التوصيات التي تهتم متعلمي اللغة الإنكليزية ومدرسي الجامعة وواضعي المواد الدراسية والمناهج ، وقدمت عددا من المقترحات التي تتعلق بإجراء دراسات مستقبلية.

**الباحثة**



## **1.1. Statement of Problem the of the Study and Its Significance.**

Reading notes are notes taken from written texts and reading materials. “The process of note-taking [ henceforth NT ] while reading will help the students to concentrate better and to monitor and improve their comprehension” (Keeley, 1998:1). Reading notes help students to understand what they read and their notes can be used for revision later (Purvis, 1978:6). They also help students to record, recall, remember and summarize what they read (Davies and Whiteny, 1984: 47). They organize knowledge, enhance learning, maintain attention and prepare students for examination. Reading notes make reading a more positive process if done thoughtfully and not mechanically (Wallace, 1980: 29).

Good notes are effective ones. “Effective note-taking while reading is an important academic activity that helps students to concentrate, stimulates their ability to recall, and directs them to be organized” (Dhann,2001:1). Effective note-taking (henceforth ENT) strategies should be designed to help students remember key points and relevant details (student Facilitator, 2000:1).

On the significance of ENT, Palmer and Pope (1984:87) believe that “good note-taking is a hugely valuable skill for any student, it combines the recording of useful information with alert thinking”. Efficient strategies for taking notes, storing notes, and using notes are crucial for success (Jan, 2000:1).

“Good note-taking skills aid in the understanding of material, effective preparation for exams, completion of assignment, and improving reading comprehension” (The Center for Advancement of Learning, 1998: 3). Robinson (1960: 436) believes that taking effective notes while reading is necessary to further students’ mastery of the textbook, and to reinforce their learning as well.

Concerning the relationship between ENT strategies and the achievement of college students , Kiewra (1987: 299) believes that acquiring ENT is still important for achieving academic success. AL- Qaraghooly (2001: 69) shares the conclusion made by Crawford (1925) and Locke (1977) that good notes yield good test scores, and good test scores yield good grades. An ample evidence of the effectiveness of note-taking is that millions of successful students regularly take notes on what they read ranging from carefully constructed outlines to simple underlining and marginalia (Miller et al., 1982: 239).

A common study practice in college is to read and take notes on textual and supplementary reading materials.

**The process of encoding or actually taking the notes helps the students become actively involved with the material and therefore, remember it, and the written notes provide a useful review memory storage function for students who study their own notes prior to being tested (Wellington, 1982: 158).**

While most students anticipate that they have to take notes at university, not many of them take the time to discover how to take effective notes. From the experience of several specialists (\*) in the field of ELT, from the researcher's personal experience during university study, and supported by college students' responses on the open questionnaire, the researcher concludes that a great number of college students copy down everything they read. Some may be tempted not to take notes and just to become engrossed in reading, this process leads to re-reading the material which is a time-consuming activity and

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(\*) The researcher has discussed this matter with some of the specialists in the field of ELT , by conducting an individual interview, They are:

1. Asst. Prof. Lamyah Al-Ani.
2. Instructor. Dr. Dhuha A-Al-Qaraghooly.

sometimes considered tedious. Some take notes and end up with a vague recollection of the important and sometimes assessable issues. Others follow different inefficient NT strategies. The reason behind this is the absence of suitable techniques in NT while reading. This state of affairs has its negative effect on the students' academic study, their preparation for class discussion and examination, and later on their achievement on the long run.

Therefore, the present study is an attempt towards identifying whether efficient note takers are really good achiever or vice-versa, through finding out whether there is any kind of relationship between NT strategies followed by college students and their achievement.

## ***1.2 Value of the Study***

This study can be valuable for:

- 1- EFL Learners, undergraduate and post graduate ones , to adopt efficient strategies and avoid the inefficient ones.
- 2- Instructors and teachers of EFL , they will be interested in improving their students' skills in NT in order to increase students' achievement, since it identifies some of the weaknesses and deficiencies that lower college students achievement.

- 3- Syllabus designers (selection committees) at university level to review the courses of the Departments of English at college level to include new training courses and programs especially in NT.
- 4- Researchers in the field of methods of teaching EFL, since it provides a theoretical basis for many studies to be conducted.

### **1.3 Aims of the Study**

The present study aims at:

- 1- Distinguishing efficient and inefficient NT strategies.
- 2- Distinguishing efficient note takers and inefficient ones.
- 3- Finding out if there is any significant relationship between NT strategies and college students' achievement in reading comprehension (henceforth RC).

### **1.4 Hypothesis of the Study**

It is hypothesized that there is no statistically significant relationship between efficient and inefficient NT strategies, and college students' achievement in RC.

### **1.5 Limits of the Study**

This study is limited to:

- 1- Third-year undergraduate students enrolled in the Departments of English, University of Baghdad/ College of Education Ibn – Rushd and College of Education for Women for the academic year 2002/ 2003, and,
- 2- NT from reading material only.

### **1.6 Procedures of the Study**

The main procedures adopted to carry out the aims and to test the hypothesis of the study are as follows:

- 1- An open questionnaire will be exposed to college students to identify their strategies in NT.
- 2- A questionnaire will be constructed that contains the efficient and inefficient NT strategies, depending on the analysis of the results of the open – questionnaire , relevant literature, and related studies.
- 3- Validity and reliability of the questionnaire will be verified.
- 4- A NT test will be exposed to the students to ensure their credibility and accuracy in answering the questionnaire.

- 5- Two unseen RC achievement tests selected from the prescribed textbook in the Department of English for teaching RC, will be given to the sample of the study.
- 6- Validity and reliability of the two achievement tests will be calculated.
- 7- At the final administration, the questionnaire, the NT test, and the two RC tests will be given to the sample subjects.
- 8- Data will be collected and results will be computed using suitable statistical methods.
- 9- Finally, conclusions and recommendations are put forward. Suggestions for further studies will be proposed to enrich this field of investigation.

### **1.7 Plan of the Study**

The study comprises five chapters and a number of appendices. Chapter One introduces the problem and outlines the aims and main procedures. Chapter two presents the theoretical background and related previous studies. Chapter three outlines the procedures used for carrying out the study. Chapter Four presents the data and their analyses, and the final computed results. Finally, Chapter Five presents the

conclusions, recommendations and suggestions for further research.

## **1.8 Definition of Basic Terms**

### **1.8.1 Relationship**

Good (1973: 487) defines it as “an association or connection in some known and definite manner, thereby providing a basis for transfer of learning”.

### **\* The Operational Definition**

It is the type of association or connection between NT strategies and the achievement of EFL college students.

### **1.8.2 NT**

NT is “a highly complex skill consisting of three major components: decoding, comprehending and writing what is important” (James et al., 1979: 6).

Ellis (2000: 537) describes NT as a cognitive strategy that involves “writing down the main idea, important points, outline, or summary of information presented orally or in writing”.



The researcher adopts Ellis' (ibid.) definition for achieving the aims of the present work where NT means writing down the main ideas, important points, outline or summary of information presented in written texts.

### ***1.8.3 Efficient***

Efficient means performing or functioning in the best possible manner with the least waste of time and effort (Webster 1976: 578).

Wehmeire (2000: 422) defines efficient as “doing something well and thoroughly with no waste of time, money or energy”.

Procter (1996: 443), on the other hand, defines efficient as “working or operating quickly and effectively in an organized way”.

### ***\* The Operational Definition for Efficient NT Strategies***

They are those strategies that enable students to identify and write down main ideas, important information, and relevant details with least time and effort.

### **1.8.4 Inefficient**

Inefficient means lacking the necessary ability to perform in the best possible manner with the least waste of time and energy (Webster, 1976: 9376).

Procter (1996: 724) defines it as “not organized, skilled or able to work satisfactorily”.

To Wehmeier (2000: 693), inefficient means “not doing a job well and not making the best use of time, money, energy”.

### **\* The Operational Definition for Inefficient NT Strategies**

They are those strategies that hinder students’ identification of main ideas and relevant details, etc... with least time and effort.

### **1.8.5 Strategy**

Page et al. (1980: 325) defines strategy as “technique used in learning or thinking”. Richards et al. (1992: 355), on the other hand, describe it as “a procedure used in learning and thinking which serves as a way of reaching a goal”.

### **\* The Operational Definition**

A strategy is a NT technique that is used by college students while reading.

### **1.8.6 Achievement**

Achievement is the “a accomplishment or proficiency of performance in a given skill or body of knowledge” (Good, 1973: 7). It is “a thing that somebody has done successfully” (Wehmeier, 2000: 11).

### **\* The Operational Definition**

It is the college students’ performance on the RC tests.

### **13: Paraphrasing, i.e., Putting the information in your own words.**

Paraphrasing the information, i.e., putting the textbook information in students' own words, forces them to become actively involved with the material (Wood et al, 1991: 5). In not doing so, they will find themselves recording the author's words rather than what they have understood from them (Guinery, 1967: 27).

Notes should be in students' own words. They do not have to be fully articulated sentences, but they must be clear enough for students to be able to read them when they come back to them. This is important because it is a way of coming to understand the text, seeing what is essential and expressing that in students' own words that is essential for recall and reorganization of the material (Fairbairn and Christopher, 1996:30).

### **14: Picking out and writing down one major idea per paragraph with a few supporting details.**

The main idea in a paragraph is a general idea. In contrast, the supporting information in a paragraph is made up of specific ideas and details. For instance, "Jealousy, hatred, emotion, worry", the general idea is "emotion" because it includes all the others as examples (Coleman, 2001:1). "The main ideas form

the backbone, the strand that hold the various parts and pieces of the text together” (Missouri, 2002: 3). “The main idea will be the most general statement that an author makes about his material” (Sparks and Johnson, 1970: 273).

A well-structured reading should begin by outlining the main argument or ideas. For the majority of writers, the main ideas will be the first or the last sentence in a paragraph, and sometimes it is implied. Students should pick out the main premise and write it down. By asking who, what, when, why or how about the main ideas, students can spot the major details. Students should never include examples in their notes; only to include the facts, and should avoid experiences and anecdotes where possible (Ibid. and Dhann, 2001:3).

### **15: Comparing your choice of main and subordinate ideas with your friends'.**

This strategy is taken from Davies and Whitney (1984:47). What you (student) do not recall your friend might recall. Students can ask their classmates on different sections of the reading notes, ask them for general and specific information, main ideas and subordinate ideas and check with another student or two to ascertain the accuracy and completeness of their notes (Pauk, 1974:1; and Counselling Services, 1997: 4).

Students are advised to take notes collaboratively with fellow students, focussing on one section of a chapter of a book. Then, they can compare and see if they agree on the main points. If they find the same ideas difficult to understand, this suggests that those are the points to be discussed with the teacher during the next lecture or section (Davey et al., 2002: 7).

**16\*: Putting a star, asterisk, or some marker of your choice next to sections that seem to be very important.**

**17: Writing a key word or an abbreviated question in the margin.**

Students can put a star, asterisk, or some marker of their choice next to sections that seem to be very important, passages that make a crucial point or that might be the main point of the piece. Also students can note sections they do not fully understand with a question mark, or an abbreviated question next to the section or in the margin (Kies, 2002:2).

Casey (2003:1) identifies other usage of asterisk such as to indicate that a particular sentence contains a vocabulary word whose definition they must know in order to understand the language of the course, or a particular sentence contains a statement of opinion as opposed to fact that will help them later.

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\* These two strategies are discussed together because they are related.

**18: Labeling and taking notes in way that allows for later use.**

Notes are not just collections of information. The information must be recorded correctly in an organized manner in order to be of use at a later time (Center for Advancement of Learning, 1998: 2).

Good notes should arrange topics into easy – to- review chunks of information that are clear and well referenced. This is important if students are using their notes to review for an examination or as a starting point in an assignment (Rowntree, 1976:112).

**19: Using a numbering system in which main and subordinate ideas are written in point forms.**

Outline points are made by students out of their reading, and the examples are given to support them. Sometimes, some authors list a number of reasons or factors that cause something or say something that can be divided up into a certain number of parts. Students can use a point form in writing them down.

**20: Using Color or Page stickers to distinguish ideas.**

Students might use font, color or page stickers to draw attention to important points and to distinguish ideas. They might use different colors to write down facts, opinions, and

examples. Also they might use page stickers to distinguish a main or points as being separate from supporting evidence (Dhann, 2001: 2).

## **21:Spotting and recording key words or concepts, images or sequences.**

Not every word on the page is of equal worth; some are more important than others. Students should learn to spot the important words, concepts, images or sequences and to see and recognize the more and the less important word (Leedy, 1963: 97 and Jarvis, 1998: 2).

Jones and Mort (1994: 2) argue that “the most important words to include in notes are the information words, these are usually nouns, adjectives and verbs”.

Palmer and Pope (1984:78) compare a key word to a skeleton, and its major points to the most vital organs. Students should isolate the skeleton and the major organs of an argument, episode, etc., by stressing on these words or phrases that are clearly central ( Councelling Services, 1997:4; and Kies, 2002:2)

## **22: Spacing out the notes.**

As an efficient strategy, students should space out their notes and leave plenty of room to add extra notes later on, for



comments of their own, questions and reactions, second thoughts and cross-references when they look back at what they have written (Cowpertwait, 2002: 11).

### **23: Organizing the notes in a way that reflects the organization of the chapter.**

As the authors organize their chapters, students' notes should reflect the organization of the chapter. Students will have complete notes if their notes have the general ideas and specific information from the chapter. In order to see the organization of the chapter, it is helpful to make an outline. The outline of a chapter shows which information is general and which information is specific (Sonka, 1981:11).

### **24: Identifying connections between points rather than just isolated facts and ideas.**

A complete comprehending of a paragraph requires students to see every fact in relation to every other fact and relate every fact to the main idea. Then each fact becomes a component part of the larger main idea (Leedy, 1963: 19).

The notes that are taken by students should be related to each other. Each note should be seen in relation to other notes. Taking isolated notes are nonsense and useless (Jarvis, 1998: 2). The essence of understanding is having a real insight into the

relationship between one group of facts or ideas and another (Guinery, 1967: 21).

## **25: Using the notes to cross- reference with the required material.**

Students are advised to use their notes to cross – reference with the required material to show the relationship between topics and to other notes (Counselling Services, 1997:4).

In the same respect Pauk (1989:1) advises students to find ways to connect and categorize the information to other topics in the course, other chapters in the books or lectures clarifying anything that is confusing.

## **26: Keeping the notes for each subject separately and in a reading notebook.**

Students are advised to keep the notes of each subject separately and to number their page, so that it can be distinguished from other subjects and can be easily found when time comes for revision for exams (Counselling Services, 1997:5).

On the same topic, Casey (2003:2) asks students to keep a reading notebook, giving the reasons for that, it organizes students' reading materials for them and helps students find information quickly when they need to study for a test or to

write a paper. Students can use the very notebook they have already purchased for class notes. Students start at the back and work their way forward until their reading notes meet their class notes. In class, they will always have their notebook with them so they can refer to the assigned readings and connect them with their class notes. Also, students' while they are taking class notes, can make annotations there that correspond to the reading work they completed the previous evening.

**27\*: Using standard and personal abbreviations.**

**28\*: Reducing language and using symbols (lines, arrows, and so on) instead of words.**

**29\*: Omitting repetitions, e.g.; if an author says the same thing twice, note it only once.**

Abbreviation involves using shortened versions of words to represent their complete form. It can be divided into two kinds: standard, i.e., every one knows them, and personal, i.e., we invent them for our own use. Symbols, on the other hand, are abstract representations of some word or idea.

The use of abbreviations and symbols makes the writing process quicker, and saves time and efforts. In addition, the material takes up less space in students' notebooks. There is one warning: students must use abbreviations judiciously. The

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\* These strategies , i.e., 27, 28, and 29 are discussed together because they are related.

overuse of abbreviations may leave them with a set of notes that is difficult to read. Good NT allows students to read and re-read their notes with no hesitation and with clear comprehension (Rowntree, 1970: 199; Pauk, 1974:136-139; Davies and Whitney, 1984:51; Jones and Mort, 1994: 3-4; Counselling services, 1997:2; Center for Advancement of Learning, 1998: 20-22 and Dhann, 2001: 2).

### **30: Listing terms or concepts that need further clarification.**

As for terms, or concepts that are ambiguous, and not clear, students can write them down and ask their teachers or friends about or search them in another book (Hafner, 1977: 176).

### **31: Calling attention to certain words used by the writers to indicate organization.**

Writers use certain words to indicate organization; Words like “*although, but, remember, however, nevertheless, rather, and yet*” are clues to contrasting thought. “*Even though, in spite of, on the other hand, on the contrary*” are certain common phrases that serve the same purpose. *Beyond this, moreover, furthermore, and in addition* are expressions that introduce additional information on the same point. Conclusions begin with such expressions as: *as a result, consequently, hence, in*

*conclusion, so, and therefore.* Students should pay a considerable attention to such expressions because they lead them to the important points to be noted down (Hafner, 1974: 111).

Recognizing how the author organizes the information can help students follow the material better. Worden (2000:9) points out some types of organization such as:

- Time: students can look for phrases like *in the early years, meanwhile and during.*
- Process: students can look for words such as *first, next, then, and finally.*
- Place or space: students can look for words like *beyond, in front of, below, and near.*
- Importance in which events are arranged from the most important to the least important or from least important to most important.

Finally, Jones and Mort (1994: 2) argue that organizing principles sequence information into a logical hierarchy, listing some of them: past to present ideas; most important to least important points; well known to least known; simple ideas to complex ones; general to specific ideas; the largest parts to smallest parts of something; and problems and solutions.

### **32: Using the table of contents to set up an outline for notes and also comparing the outlines against them.**

The table of contents can be used to develop students' NT ability and study habits. Any textbook has some type of structure. A student who takes reading notes is attempting to create in his own words the structure of the information presented. The students can use the table of contents to set up an outline for his notes, and he can also compare his outline against them (Brunner and Compbell, 1978: 56).

### **33: Paying attention to typographical and illustrative clues.**

Typographical clues highlight specific parts of the textbook that are important. They are also used to introduce and reinforce key vocabulary words and phrases. Brunner and Compbell (Ibid.:71) indicate that,

**typographical clues enhance students' chances for success by helping them identify those words and ideas the author thought are most important. You are showing them where and how to find information.**

The most common types of typographical clues are Italics, boldface, underlining, parentheses, quotation marks, etc. Leedy (1963:19) states that "Italics and boldface usually indicate either a noteworthy subdivision or an important or specialized term".

Boldface can be used as a basis for developing the students' ability to outline and take good notes. In many cases, they are the statements of main ideas to be developed. They are used to set apart the topics and subtopics that are presented in the text. Under each heading, students can summarize the important point in it. Each heading is needed in an outline and notes (Brunner and Compbell, 1978:66).

Illustrative clues, on the other hand, are graphs, maps, diagrams, tables and flowcharts. Robertson and Smith (1987:91) argue that “the use of such illustrations can make a substantial contribution to the readers' understanding by reinforcing, clarifying or summarizing information contained in the text”.

Illustrative clues can aid a student in the interpretation and understanding of material and develop students' ability to critical reading skills of analyzing, interpreting data, making inferences, and drawing conclusions based on these data (Brunner and Compbell, 1978: 71). In short, illustrative clues give students the chances to compare, analyze, or summarize pieces of information.

### **34: Paying attention to punctuation marks.**

Punctuation is necessary for comprehension. Deighton (1981:375) states that

**the reader will find clues to suggested meaning in the total context and in the writer's use of punctuation marks to approximate the clues of information that are presented in spoken language.**

In the same respect, Leedy (1963: 97) indicates that “punctuation reveals meaning; it tells you much about thought, structure, and the relationship of ideas”.

During the lecture, students depend on the falling and raising of the teachers' voices to identify the important information; while in reading students can make use of the writer's use of punctuation marks in pointing out the important information.

#### **2.2.7.2 The Inefficient NT Strategies**

The following is the discussion of the inefficient NT strategies that are presented in the questionnaire:

##### **1. Taking notes as long as the text itself.**

If the notes that are taken are too lengthy, then why do students bother themselves to take them? They turn to be as long as the original material from which they are taken. Notes should be brief, open for students' elaboration and used as aids in



recalling facts and information. Students should only list important facts, and the main ideas, and abbreviate long or difficult words. Relying on a good set of notes enables students to use them for class discussion and for exam. (Green and Petty , 1959: 153-4 and sparks and Johnson, 1970: 274).

## **2. Copying out lots of chunks from the reading material.**

One reason why so many students do this is that they do not really know why or more specifically how they are reading and therefore their notes reflect this (Uni Learning, 2000:1). Notes should not be an exact copy of the reading. They should be a summary of the main ideas and should be used to help jog students' memory (Dhann, 2001: 2). Robertson and Smith (1987:47) argue that

**note making should be a proof of the student's comprehension of the text and not a way of postponing understanding. It should not, there fore, take the form of copying sections from the text but should reflect active approach to reading.**

## **3. Taking notes as you are reading the material for the first time.**

No doubt that many students are tempted to take notes as they read the material for the first time. But this is not an efficient technique as they are likely to take down too much

information, and simply copying without understanding (Wood et al., 1991:5 and Landsberger, 2002:1). Students should not take notes until they are finish reading; otherwise, they end up with a mini-textbook: when it comes to revision, they might just as well as re-read the original (Rowntree, 1970: 108).

#### **4. Copying notes directly from the textbook without paraphrasing.**

Taking notes directly from the textbook without paraphrasing, students will find themselves recording the author's words rather than what they have understood from them (Guinery, 1967:27). NT without paraphrasing reflects students' inability to understand the text, to identify the essential, and to express or use their own words.

#### **5. Making messy marking.**

Marking to be effective should be consistent, i.e., a particular kind of a mark, across, a line or a circle always means the same (Robertson and Smith, 1987:43). For more information about marking see (2.2.6.1.3.1).

#### **6. Memorizing the whole material word by word.**

This is a time-consuming strategy and shows students inability to distinguish between what is important and what is not. Furthermore, the memorized material will be forgotten after a

short time. In contrast, students often remember information better when they write them down (Morgan and Deese, 1957: 56, and Counselling Services, 1997:4).

### **7. Highlighting whole paragraph or page.**

By highlighting whole paragraph or page, the material will be left in its original words, and it is an indication of students' inability to distinguish between what is important and what is not (Marshall and Rowland, 1998:2).

For further information see section (2.2.6.1.1).

### **8. Writing notes as isolated facts and ideas.**

The notes that are taken by students should be related to each other. Each note should be seen in relation to other notes. Taking isolated notes are nonsense and useless (Jarvis, 1998:2). The essence of understanding is having a real insight into the relationship between one group of facts or ideas and another (Guinery, 1967: 21).

### **9. Depending on memory, writing only new words.**

This is one of the students' responses to the open questionnaire. Students are advised not to write the new words only, but to write down or take notes about the whole topic.

## **10. Just reading without NT.**

Robertson and Smith (1987: 37) argue that, “reading those books which form a part of your study without taking notes is an inefficient way to learn and consequently wastes a great deal of your time”. Morgan and Deese (1957: 56), on the other hand, state that students often remember information better when they write it down, therefore notes help students remember what they read and then use them for exam. In short, taking notes helps students to study more efficiently (Sonka, 1981:11).

## **11. Depending on ready-made handouts.**

Guinery (1967: 20) points out three important principles of learning that reveal the main weaknesses of ready-made notes. They are: “interest, understanding and re-use”. They do not stimulate students' interest because of their lack of incidental detail. They are unlikely to provide any real insight into the relationships between one group of facts or ideas and another; because of their brevity. Because they are not an integral part of the rest of students' studies they are unlikely to give opportunities for re – use until the exam itself by which the main benefits of the re-use principles, time, will have been wasted.

Moreover, Robertson and Smith (1987: 37) state that “the printed handouts provided by teachers need to be transferred into a more manageable form; otherwise, it is unlikely they will

be used effectively”. Unfortunately, many students depend on ready-made handouts, leaving their books out.

## **2.3 Related Studies**

### **2.3.1 Introductory Note**

In this section, several studies are surveyed as relevant to the present study. But only three of them have a direct relevance to it because they investigate the relationship between NT strategies and the achievement of students, (see Driskell, 1976; Jobes, 1983; and Simons, 1988). In presenting these studies, the focus is on the aims of these studies, the samples, the procedures followed, and finally the statistical means used to compute data.

The studies are presented chronologically and discussed at the end of the chapter with an attempt to compare them with the present study.

### **2.3.2 Driskell (1976)**

This study investigates the effect of a system of guided NT and study skills on the academic achievement of entering Idaho University Freshmen with low predicted-grade-point averages.

Out of sixty-one subjects, fourteen ones are randomly assigned to a treatment group receiving twelve lessons in NT and study skills over a period of six weeks. The control group is composed of the remaining forty-seven subjects.

Students are given verbal instruction, skills demonstration, class practice, and individual assignments in the areas of NT, study reading, and examination preparation.

Analysis of semester grade- point average indicates that the instructional program has a significant positive effect on the achievement of the freshmen as a general group. The program has an especially marked effect on male subjects and on those with quantitative majors rather than verbal majors.

### **2.3.3. Luciano (1981)**

The aims of the study are stated as questions: (1) Which note making strategy has a greater effect on unaided recall: underlining, outlining, or NT? (2) Which note making strategy has a greater effect on immediate and delayed recall? (3) Which factor has the greatest effect on recall according to the note making strategies employed: the quality of students' notes, their reading ability, their course letter grade average, or their intelligence quotient?

Students' notes are judged in respect to: (1) the accuracy of the notes; (2) the completeness of notes; and (3) and the usability of the notes for study purposes. Points are given based on a rating system of 1 = poor, 2 = fair, and 3 = good.

The sample includes one hundred and nineteen social studies students (8<sup>th</sup> grade). Four classes are given study guides, specific note making format sheets, short answer recall tests and model notes are constructed for each of the three note making strategies. Trained evaluators are used to determine the quality of (2590) of the students' notes. A pre-training program on the NT strategies and procedures of the experiment is conducted for the cooperative teacher. A similar training program is established for the students participating in the study. The program for studying the effects is designed to cover a six-week period. All the experimental groups perform the same strategy for a given week.

The statistical means used to analyze data are Two-way ANOVA, and Pearson Correlation Coefficient.

Results indicate that there is a: (1) significant effect for underlining on the quality of students' notes and percentage of factual information recalled; (2) significant relationship between note making strategy and IQ, course grade, vocabulary ability and achievement, and RC ability; (3) significant relationship between the notes students produce and vocabulary ability and achievement; (4) significant relationship between students' notes and percentage of information recalled using the note making strategies.

#### **2.3.4. Miller et al. (1982)**

The aim of this study is to find out which of the following NT techniques are the most beneficial: Informal outlining, time-line technique, summarizing or reading alone technique.

The sample of the study is one – hundred and twenty – eight subjects who are graduates enrolled in an in-service teacher education program. All are public school teachers in grades (\*k) through (12).

Each subject reads and studies four passages. All of the four investigated study techniques are taught to all the subjects. The statistical means used in this study are One way ANOVA, and, one- way ANOVAS.

The findings of the study indicate the following:

- 1- The students' ratings of the various reading passages are not affected by the study techniques that are used in the present study.
- 2- The time consumed for completing a passage is significantly affected. The reading only technique takes the least time, but the techniques for time line, summary, and outlining require progressively more time.

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\*  
Kindergarten



- 3- Immediate comprehension scores are also affected significantly by study techniques. The mean comprehension score for outlining is significantly higher than the other techniques. The mean comprehension score for reading only is found out to be significantly lower.
- 4- Delayed comprehension scores, taken one week later, show no significant effect of the study skill used.

### **2.3.5 Jobs (1983).**

This study examines the effect of a structured NT technique upon students' achievement and NT skill.

The sample of the study is one – hundred and sixty-six students who are enrolled in reading improvement winter quarter at Ball University. The students are identified as “high risk” that receives one of three treatments: no instruction in NT; instruction and practice from a videotape presentation in the Cornell method of NT; and the same instruction and practice plus an application component.

The classes are treated as intact groups. A pre-test is used to ascertain that initial differences in study habits do not exist. This test also serves as a post-test measure. The Internal External Locus of Control Scale by Rotter is administered to determine the locus of control of each student.

The following results are drawn from this study: (1) the treatment does not significantly affect the achievement of the students' NT skill. (2) Female internals obtain the highest mean scores, and male externals have the lowest mean scores on both the pre-test and post- test. (3) The responses to the student evaluation form are very favorable toward the Cornell method. The Cornell method does not significantly affect the NT skill of the students; however, students reported favorable impression of the technique.

### **2.3.6. Taylor (1983)**

The purpose of this experiment is to test the effectiveness of teaching young gifted children (grade 5) note making from written material and NT from oral material and also to test the effects of supplementary instruction in shorthand.

NT skills are divided into: skimming, finding the main ideas and details, organizing material, finding key idea and details, evaluating the notes, listening for encoding cues from lectures, NT, and summarizing.

The NT strategies that are taught to grade (5) gifted children in sixteen half-hour sessions; while the shorthand is taught in twelve hours. The experiment is of a pre/post test with

thirty-seven subjects in 3 approximately equal groups: shorthand and NT, NT only, and control.

Analysis of covariance and Scheffe test show significant advantage for the experimental over the control group in the organization of important points, structure of notes and quality of the summary. Furthermore, in the organization of important points and structure of the notes, the experimental subjects show a greater frequency of gains from pre- test to post- test with both written and oral presentations.

Results show that instruction in note making and NT strategies given to grade (5) gifted children significantly improves these skills; but teaching shorthand does not contribute additional measurable differences.

### **2.3.7. Woodley (1986)**

The study investigates the ability of university undergraduates in introductory classes to study effectively.

A sample of sixty – four students in a western civilization class and sixty- eight students in a sociology class at a moderately sized comprehensive university in a northern plains state is selected and administered a cloze passage constructed

from the textbook being used as well as a study skills inventory questionnaire relating to reading strategies.

Results of the cloze passage procedure clearly indicate that the reading assignments are written at the frustration reading level for students who are expected to read and learn from them, suggesting that the students need to develop effective study skills, such as practical reading strategies to deal with the technically difficult material assigned in their classes.

Results of the study skills inventory indicate that either the students' strategies for underlining or taking notes during reading are considerably less effective than their strategies for NT during lectures, or that they simply have not read the assigned materials.

Findings show that strategies and techniques to help students with content area reading would be most effective if taught at the secondary level and continued at the university level.

### **2.3.2. Simons (1988)**

The purpose of the study is to determine if students in algebra classroom who are trained to take notes would perform better on exams than students who are not trained in NT.

Twenty-five college algebra students in two groups are the subjects. A pre-test is administered to all students, and notes are examined for both groups to determine if there are any significant differences between the groups initially. One group, receives training in NT, the other does not.

Using an analysis of covariance, a significant interaction is found out on both the midterm and final exams favoring the students who receive the NT training. Furthermore, students in the training group continue to use the NT format through the post training period. All students in the training group indicate that, they find taking notes to be a helpful technique.

### **2.3.9. AL-Qaraghooly (2001)**

The aims of the study are: (1) designing a program to improve the standard of NT practice by EFL college students; (2) assessing the effectiveness of the program in improving the quality of students' NT; and (3), examining the effectiveness of the program in increasing the students' recall of lecture information.

To achieve the aims of the study two null hypotheses are posed:

1. The application of the NT program have no effect on the quality of notes taken by EFL undergraduate students.

2. The application of the NT program will have no effect on students' recall of lecture information.

A pilot study is conducted on 140 EFL college students to investigate their current methods and problems of NT through an open-ended questionnaire. A program is constructed to inculcate and develop efficient NT skills among EFL college students as well as to improve their listening comprehension. It applied to sixty third-year students in the Department of English, College of Arts.

The statistical means used in this work are: Chi-Square formula, t-test for two independent samples, and Z-test for proportions.

It is found out that the students who receive pre-training in NT skills perform in the notes they take more efficiently than the control group.

### **2.3.10 Discussions of the Previous Studies**

#### **2.3.10.1 Aims and Hypothesis**

The survey of the previous studies shows that only three of them connect NT with students' achievement. They are Driskell's, (1976), Jobes's, (1983), and Simons's, (1988). Also these studies differ in that they provide an instruction or training program.

Of all the studies that are surveyed, only one study that is Al-Qaraghooly's (2001) uses a null hypothesis, which is the same as the present one.

### **2.3.10.2 Population and Sample**

Concerning the sample the number of subjects in the samples adopted in these studies differ from the present study. As for the academic level of the samples' subjects only 3 studies deal with undergraduate college students. They are: Driskell's (1976), Woodley's (1986), and Al- Qaraghooly's (2001).

### **2.3.10.3 Procedures**

With regard to the research instrument, the present study uses a study skills inventory questionnaire relating to reading and NT strategies, similar to Woodley's (1986) study-skills inventory questionnaire relating to reading Strategies. Al-Qaraghooly (2001) uses an open- ended questionnaire to investigate students' current methods and problems in NT from lecturing. In the present study, similar instrument is used to investigate students' methods in NT from reading material only.

### **2.3.1.4. Statistical Means**

Pearson Correlation Coefficient is used in the present study which is the same statistical means used in Luciano's (1981), and Al-Qaraghooly's (2001).

## Notes

1. Miller et al. (1982) examines the efficiency of four NT techniques: Informal outlining, timeline, summarizing and reading alone technique. The researcher in the present study uses the outlining and summarizing techniques as efficient NT strategies in the questionnaire, and reading alone technique as an inefficient strategy.
2. The NT skills that are introduced in Taylor's (1982) study; i.e., skimming, finding the main idea and details, organizing material, finding key idea and details, summarizing and short hand are used as efficient strategies in the questionnaire used in the present study.
3. Woodley (1986) introduces a cloze passage constructed from the students' textbook with the study skill inventory. In the present study unseen passage is used, and students are required to take notes from it.
4. All the previous studies investigate the NT strategies from written material except Taylors' (1982) and Jobs's (1983) that deal with NT strategies from written and oral material, and Al- Qaraghoolys' (2001) which is from lecturing only.





## **2.1 Introductory Note**

This chapter is divided into three parts. The first part presents the theoretical background and includes discussion of the reading notes and its importance, and approaches of NT taking from written texts. The second part deals with a thorough investigation of each strategy presented in the questionnaire. The third part presents previous studies that have direct or some relevance to the present study.

## **2.2. Theoretical Background**

### **2.2.1 Reading Notes and their Importance**

Lecture notes and reading notes are two types of NT. The two overlaps but they are not the same. If they do not use different brain functions, they certainly use different sensibilities (Hatch, 1998:1).

Beveridge (1965: 17) argues that “what many students do with their study is that they read hard and leave it at that; they do not gather in their harvest and store it safely”, suggesting the help, “is to mark the book, but if it is not our own, we must take notes”.

Brunner and Campbell (1978: 96) indicate that most notes come from reading assignment in a textbook. They think that

“as students progress through the grades, curriculum demands require them to learn a great deal of information”, adding,

**students are required to use relationship between ideas and to look for underlining concepts of each subject area. As students are required to learn more information they should be provided with opportunities to develop the skill of good notes.**

On the importance of reading notes, Morgan and Deese (1957: 56) state that, notes on the assigned reading forces the students to participate actively in the learning process and make reviewing so much easier and more effective. Taking notes will help students to extend their attention span (Rowntree, 1976: 112). When reading, students’ minds may tend to wander off; so taking notes help keeps them focussed on their subject area and on the task at hand (Kesselman-Turkel and Peterson, 1982: 2).

Students, learn more effectively when they use multiple senses and multiple activities, when they take notes, they are using listening or reading and writing skills, and they are using brain and muscles. Also, by writing down notes, they are paraphrasing the material into their own words and into a format that they are more likely to understand when they review the notes. As adult learners, they are more likely to remember what they have read if they take active part in their learning. Rather than being passive readers, NT makes them active learners. The

notes students produce are a visible reminder of the effort they have put into the course (Dhann, 2001: 1).

Finally, it is worth noting Mantex's (2001: 1) views about reading notes, saying that taking notes while reading make students process and digest the information, they also add to what they already know; Moreover, making short notes means that students are assessing the information by selecting the most important parts and spotting its key issues or ideas. Taking notes will help students think about the subject; writing down one idea often produces ideas about another. And finally reading the notes helps bringing back the original experience.

### **2.2.2 Criteria for ENT**

ENT is an essential skill for university students. It requires recognizing the main ideas, identifying what information is relevant to students' task, having a system of NT that works for them, reducing the information to note point and diagram format, and where possible putting the information in students' own words (Jones and Mort, 1994:1). Dhann (2001: 2) states that effective notes should have a purpose, should be well organized, and can be a time saving skill in that they should reduce students' study time and should increase the retention of knowledge.

Robinson (1960: 436) believes that ENT to be useful should be a condensation of the textbook material phrased in students' own words, and to supply cues of key ideas and key facts. At the same time he advises students to jot down the main topics of a chapter, allowing space between entries to be filled in later and after reading each section; they should be shown how to fill in the outline, stressing the fact that these notes should be under the supervision of the teacher and should be examined according to their legibility, accuracy, selectivity and helpfulness.

Wright and Wallwork (1968: 45) argue that “good notes have numbered and sub-numbered paragraph headings and listing the material in a logical order”. Freeman (1986: 43), on the other hand, identifies the characteristics of good notes as to be easily read, brief, clear, easily understood, organized in the way students learn and relevant to their needs.

Fajardo (1996:3) points out five requirements for effective notes to be fulfilled. First, students should have their own set of meaningful abbreviations and symbols, Second, students need to anticipate the sort of information they are going to receive and to be ready to write what is new and important. Third, students need to have a clear purpose and definite sense of organization for notes to be taken. A fourth requirement is that students must

have a reason for taking notes. And the last requirement for achieving better notes is to speculate and predict what will be heard or read. Finally, Hamblin (1981: 88) adds that teachers should train their students to use ENT by using capital letters that make key points stand out, colors, boxes round important points, asterisks in the margin against main points, underlining, and the use of diagrams.

### **2.2.3 Reading and NT**

Reading and NT are closely linked skills. NT is a bridge between reading on one hand and writing on the other hand (Davies and Whiteny, 1984: 92). The techniques of reading and NT are also related (Yorkey, 1970: 163).

Purvis (1978: 9) states that, “your reading purposes can determine your notes, this is something you should bear in mind in your personal reading”. Morgan and Deese (1957: 6) point out certain purposes for reading such as to get the main idea of each paragraph, subsection and main section, to select important details, and to answer questions raised by the teacher or the student himself.

There are several types of reading such as the critical reading.

### **2.2.3.1 The Critical Reading**

The critical reading is associated with school work. Kluepfel (2001:1) identifies five types of critical reading : skimming (familiarizing oneself with large sections preparatory to close reading ), exploratory (reading for gaining acquaintance with information), close reading (for mastering information), review reading (for refreshing the memory) and audible reading (for appreciating poetry and drama).

Robertson and Smith (1987: 85) state that, “critical reading is at the heart of reading for learning, it is the most active form of reading as it involves engaging in a dialogue with the text”. Being an active reader involves students in understanding the material, combats boredom, and increases retention (UT Austin Learning Center, 2002: 1). An active reader is the one who constructs meaning from the text and actively engages with the material. This means determining how what one is read relates to other material in the field, to one's own learning and especially to one's purpose of reading (Marshall and Rowland, 1998:1).

To read critically means to question, to understand and to remember. Asking questions about content, students understand the material better and remember it longer if they write a question for every paragraph or brief section. Each question

should focus on a main idea, not illustrations or details, and should be expressed in student's own words, not just copied from parts of the paragraph (Missouri, 2002: 1).

On the same topic, Knight (2000:1) states that one should start with what s/he already knows and as what does s/he expect to gain from the reading, turning the headings into questions, asking what the facts offered are, what the author is trying to convey and what the author opinion is.

Robertson and Smith (1987: 85) argue that “questioning leads to continuous comprehension”. The first step to achieve this continuous comprehension is to recall what one already knows of the subject of the text, and make connections between new and previous knowledge. Secondly, one needs to be clear about the purpose for reading; how one reads material depends largely on why one reads. Reading has many purposes, and there are ways to read. The Students Learning Center (2002:1) gives examples as preparing for a lecture or a tutorial, researching an assignment or preparing for exam. Adding, to understand reasons and facts, and to learn one needs to read slowly and deliberately. To enjoy words and descriptions as in poetry and some prose, several readings may be necessary. These different purposes will determine how one reads. Everything one reads will not be read in the same way. Thirdly, students should



attempt to formulate questions which they anticipate that the writer will answer.

NT demands a selective and thoughtful reading. One must select what is worth recording, separate main from subordinate points, consider the relationships among ideas, and briefly put the author's ideas into one's own words (Harris and Sipay, 1982: 389).

Critical reading is accompanied by the making of notes, whether the notes take the form of simple marking of the text, or attempting to make a fuller outline. Scanning that make the writer's arrangement of ideas clear in the reader's mind should precede critical reading. Note making is made easier if students are aware of the author's plan of organization before beginning a critical reading. Students should be able to concentrate on reading, in order to gain a detailed understanding of the argument or a detailed knowledge of the information (Robertson and Smith, 1987: 86).

Estes (1999:1) states that, "one reason for poor comprehension from reading may be that students fail to make notes or ask themselves questions about the text".

Finally, critical reading is the reading in away that allows students to understand the writer's message or information. It is reading with a clear purpose in mind so that the student only reads what is relevant and, in consequence, notes down these relevant materials.

#### **2.2.4 Purposes for NT**

Students deal with two kinds of reading material which are the main sources for making notes: textbooks, which give them information – dates and facts, and literature, which offers ideas, an author's opinion, a persuasive argument and / or a message or theme (Worden, 2000: 9).

It is important for students to be clear about the reason for taking notes. The amount of underlining they do, or the quantity of notes they take will depend on why they are reading and whether they have easy access to material again. The learning Skills Unit (2000:1) identifies some reasons for students' taking notes may include:

1. noting a statement that they wish to quote in an essay,
2. summarizing an argument in a text for future use in an essay, exam or tutorial,
3. enhancing students' memorization of material,
4. looking for a definition,

5. looking for background information on a specific topic, and
6. comparing two similar or different views, etc.

Furthermore, students should match their NT approach to their purposes: Are they looking for facts, definitions, or instructions? If they want a basic factual information, the type of notes students can use is to paraphrase (re-write using students, own words) or construct a diagram or a table based on the information in the text. If they want a definition of a key term, they can underline the definition in the book or copy the definition word for word. If they want a support for an argument, they can summarize the author's argument, noting key statements and supporting evidence, etc. (UEL, 2000: 2).

Having a clear idea of the purpose of students' reading and NT prevents them from accumulating masses of notes which they may have no idea how to use or organize (Learning Skills Unit, 2000: 1).

### **2.2.5 NT Vs. Note Making**

NT and note making are two approaches in writing down the essentials (Ivysea, 2001: 1). Some authors use the two terms indiscriminately, others make a clear distinction between them. In this section a survey of both terms will be presented.

Wright and Wallwork (1968: 44) say that, “to make notes from a book means to list briefly the most important facts, ideas actions or arguments in the book”. On the other hand, “NT means to listen to a speaker and at the same time to write down the most important facts, ideas, actions, or arguments given by the speaker”. So, for Wright and Wallwork, notes from books are made while from speech / lecture they are taken.

Robertson and Smith (1987:36) share a similar view for they believe that NT is a “mechanical task, which involves the copying of notes from a blackboard, or overhead projector, possibly the taking of dictated notes”. Note making is a “more creative process with a greater degree of discretion to what is to be included, what is to be excluded and what form the notes are to take”.

Yorkey (1970:61) indicates that NT is a passive procedure of recording words verbatim ; while note making demands full attention to the pattern of thought, its direction and development and the ability to distinguish between what is important and what is not .

Buzan (1993: 1) also shares the idea that NT is a passive activity because it is a mere recording of someone else's presentation. “They are words in single color, with no emphasis

added, the note-taker records an idea and moves to the next, paving a trail of unrelated idea bits; it is someone else stuff”. While note making is an active process which involves “assessing, re-thinking and restructuring what is presented, making connections, using images, colors, whatever is at hand”. In other words, students take ownership of the content.

Roberts (1998:2) uses the word “making” instead of “taking” in regard to notes saying that,

**do not simply take notes in an automatic copying down process. Successful students should engage in making notes; this is an active process. Students interact with the reading, lectures, etc. Deciding what to do with the information.**

Those authors agree about the following aspects concerning NT/ note making:

- 1- NT is a passive process; while note making is an active process.
- 2- Making notes require re-organizing, assessing and rethinking; while NT is a mere recording of facts and ideas verbatim. It is an automatic copying process.

Grellet (1988: 23) says that, “NT can be supplemented by note making, i.e., briefly jotting down one’s reactions”. Fajardo

(1996:4), on the other hand, argues that “when we make notes we write our reactions to what we perceive; and when we take notes, we record the information as we perceive it”. Furthermore, Deem (1993: 418) indicates that “new information is best processed if students re-organize it to suit their style of learning; the best way of processing information is to make notes”.

The two terms, i.e., NT and note making are used according to their need and use in the present study.

### **2.2.6 NT Approaches**

Marshall and Rowland (1998:1-4) identify four approaches for taking notes from texts. They are:

#### **2.2.6.1 Reproductive Approach**

“Reproduce” means to produce a copy of something or to do something again (Procter, 1996: 1206). When students are just reproducing the information they are reading, minimal thinking is involved (Marshall and Rowland, 1998:1). To Judson and Schail (1972: 256) it is NT in the textbook itself.

Different techniques are identified within this approach, such as: Highlighting, Annotated text and Marginal Annotation,

Marking and Underlining. Each one is discussed in detail in the following sections.

### **2.2.6.1.1 Highlighting**

It is used to distinguish different types of information, and to distinguish more from less important information. It also provides a quick means of distinguishing important material to study for exam. Casey (2003:1) indicates that “highlighting is a great system to point out main ideas”. “The use of color to highlight major sections, main points and diagrams makes notes easy to access” (Study Skills for Academic Writing, 1994: 1).

According to Sellers (2000:5), “students using highlighting as they read, they create a shortened version of the text. If they want to refresh their memory of its main points, they only need to skim the highlighted sections”. On the other hand, Casey (2003:1) states that, “sometimes the reader has a tendency to highlight every thing”. On the same point Marshall and Rowland (1998:1) argue that,

**the use of highlighter can be indiscriminate; whole paragraphs and pages can be highlighted by students, this will leave the material in its original words, and indicate students’ inability to distinguish between what is important and what is not.**

In addition, Hatch (1998: 2) states that “making entire pages yellow, red or whatever will not make them any more meaningful”.

As a remedy for this shortage, students should be selective in highlighting information, by picking out important terms or ideas and key words, using one color to highlight all important information related to one topic, another color for another topic and so on. Also students can use different colors to highlight terms, ideas, key words in the definition or descriptions (Center for Advancement of Learning, 1998: 25). Students are advised to highlight only if they own the book, to highlight selectively, and when their purpose does not require notes that must be extensive.

#### **2.2.6.1.2 Annotated Text / Marginal Annotation**

Students, as active readers, should not only have questions in their minds when they read textbook assignments; they should also have pencil in hand so that they can “annotate” their books. In other words, they “take notes” in their texts. Keeley (1998:1) indicates that the process of annotating texts helps students to study, focussed, and involved with their textbooks, and also helps them to monitor and improve their comprehension.



To read carefully, it is essential that students write all over what they read, usually in the margins or between the lines wherever there is space. Marginal notes help students to conceptualize the piece as they read and will save them time later if they have to summarize or discuss it. Furthermore, marginal notes helps students to create a shorthand version of what they are reading to which they can return later for reference (Kies, 2002: 1). Making notes in the margin aid in review and highlights or summarize ideas (Cheek and Cheek, 1983: 171).

Writing in the margin gives students the opportunity to react to the text by asking questions that need to be answered, or referring to other sources, which may support or disagree with the author's point of view. This makes the reading active, and gives the students the opportunity to be creative in their note making, rather than recording one's point of view (Robertson and smith, 1987: 44).

Keeley (1998:1) and Kies (2002:1) suggest that in the process of annotating, students can: underline important terms, circle definitions and meanings, write key words, signal where important information can be found with key words or symbols, write short summaries, write questions next to the sections

where the answers are found, and indicate steps in a process by using numbers in the margin.

### **2.2.6.1.3 Marking and Underlining.**

Some authors use the term marking and underlining together; others separate them. Here, they are separated in order to shed more light, and concentrate on the actual process of the two techniques.

#### **2.2.6.1.3.1 Marking**

Most readers make marks of some kind in some of their books. It is a longstanding practice that goes back to the beginning of writing. Hatch (1998: 1) gives two reasons for making marks: first the practice helps students to focus attention; and second, passages are marked in order to identify them at a later time.

According to Robertson and Smith (1987: 43), marking the book is useful in maintaining students' concentration; they are actively involved with the text. Choosing a particular section to be marked involves a pause for thought between reading and note making which is a vital part of learning as students establish a running dialogue with the author. Finally, it helps students to put the material into a manageable form for revision purposes and to make cross – references with other notes.

In the process of marking the book, students can comprehend better because they can decide what is important, how ideas are related; a process which teaches students how to read analytically. Students can concentrate better because they read actively rather than passively. They can create an effective review tool, using marks to trigger recall, before a test, glancing at their notes to see how much students can remember (UT, 2002: 1). Marking up a book may help students become more active, careful, and critical readers. It may help them question an author's purposes and objectives, note and recall the key arguments and the best evidence, the big and the subtle details (Hatch, 1998: 1).

Some argue that the process of marking a book is both time consuming and somewhat messy. To avoid this Robertson and Smith (1987:43) advise students to make marking more effective in that it should be consistent, i.e., a particular kind of mark, cross, line, circle or underlining always means the same. Hatch (1998:1), on the other hand, advises students to mark only the most telling generalization and details, and as much as possible keeping the marks simple and few.

A central motive for marking books is to leave a sign for the future, to give one's future self-a clue about what one thinks important of a particular material one has read.

### ***2.2.6.1.3.2 Underlining***

Underlining important passages is a good device, it aids both RC and retention. Underlining important information helps students to prepare brief notes from which they could study (Wood et al, 1991: 5). Howe (1984: 130) states that, for learners who are beginning to learn to take notes, underlining is a kind of preparatory activity. Underlining the important words in a passage helps learners to gain expertise in detecting which are the most important words in a passage or a text.

Some readers prefer to underline entire sentences, others like to underline only key words and phrases. To avoid too much underlining, Harries and Sipay (1982: 389) advise students to underline only after reading a section. If the material is too difficult, re-reading is indicated to ensure clear understanding, before underlining. Also students should set up some key whereby main ideas are differentiated from the minor ones by double underscoring the main ideas, and sub-points underscored, numbered or lettered.

On the same topic Morgan and Deese (1957: 56) advise students to underline wisely, at the right time and according to a plan. Cheek and Cheek (1983: 171), on the other hand, advise students to be selective. Underlining is done, as an aid for

review of the material at a later time, if everything is marked then complete reading is needed.

According to Marshall and Rowland (1998:1), this approach does little to enhance students' understanding of a text. It only helps them to retain information or provide them with useful ideas or information they can access easily later.

### **2.2.6.2 Reconstructive Approach**

“Reconstruct” means to build or create again (Procter, 1996:1202). Marshall and Rowland (1998: 2) state that students might construct a concept map or chart from the text. In this way they are manipulating the ideas and information, ensuring that they have a real grasp of the material.

It is a transformation approach to Sellers (2000: 5) who argues that, to make information relevant and useful, students need to transform it in some way. Students need to take information out of its source text and put it into another form or different format, i.e., creating a concept map, constructing a table or drawing a diagram, i.e., using visual organizers.

In addition, Nunan (1989: 35) states that

**to discriminate the more important information in a text from the supporting**

**details and to organize this information in some way , students are encouraged to transform information contained in a text into diagrams, charts, etc.**

### **2.2.6.2.1 Visual Organizers**

Visual organizers are defined by Keeley (1998:1) as “simply drawings or formats used to represent information and to show relationships between ideas”. On the importance of visual organizers, Keeley (Ibid.) states that visual organizers help students to think more critically and at higher levels of cognition, and process information at higher levels of comprehension, application, analysis, synthesis, and evaluation. In other words, they help students better understand and recall the information. Hamblin (1981: 49) argues saying that many pupils learn better visually and that diagrams can be used to summarize and recall what has been read.

Johnson (1990:2), on the other hand, exemplifies how some of the most common visual organizers can be used with different types of conceptual relationships. For instance, tree diagram can be used for classification, analysis, structure, etc. Charts can be used for comparison, contrast, generalization, etc... chain, can be used with process, sequence, cause/effect and chronology. Sketch can be used with physical structure,

description of facts, space relationships, concrete objects and visual images. Time line can be used to summarize and show the major events using the form of dates and events.

Most students, because of their significance in aiding comprehension and retention can use such visual organizers. Teachers and students should pay considerable attention to them and how to use them with different subject matters.

#### **2.2.6.2.2 Concept Map/ Mind Map**

Mapping is a method that uses comprehension/ concentration skills and evolves NT from which each fact or idea relates to every other fact or idea (Dhann, 2001: 8).

To Buzan (1995: 320) mind maps are **diagrammatic ways of organizing key ideas from texts and lectures which emphasize the interconnection of concepts and illustrate the relative hierarchy of ideas from title , to main concepts, to supporting details.**

Most of the value of NT mind maps come from the process of creating them. Magge (1996:1) argues that mind mapping promotes active reading and listening, and encourages interaction with the information, which heightens and allows

students to personalize the information to suite their particular needs.

Cave (2002:1) states that,

**mind maps encourage right brain activity . They help you understand the structure of the information being learned. Seeing the big picture helps you notice how the various ideas relate to each other, and sometimes connect the material to other ideas not presented by the author/ lecturer.**

Demon (1994:4) believes that concept maps provide an extremely effective method of taking notes, which shows the structure of a subject and the relative importance of facts and ideas in addition to the facts themselves. Furthermore, it helps to associate ideas and make connections that could otherwise be too unrelated to be linked.

Stien (1988: 18) indicates that “ it is a powerful device to improve memory, that can be used to preview, integrate or summarize information”. The same usage are indicated by Germov and Williams (2002: 1) such as outlining a course, an entire text or a chapter in a text; taking notes on a lecture delivered by a holistic– styled instructor who may skip around



from topic to topic; and providing an overview for study prior to tests.

Mind Mapping is an important technique that can be used to improve the learning process. Instead of wasting students' time and effort having them memorize pages of facts and ideas, we could clue them into something they could use again and again to learn.

### **2.2.6.3 Interactive Approach**

In an interactive approach, students paraphrase, summarize or outline the text. The three techniques are discussed below:

#### **2.2.6.3.1 Paraphrasing**

Crystal (1987:220) defines paraphrasing as “the result or process of producing alternative versions of a sentence or text without changing the meaning”. Another definition is given by Richards et al. (1992: 264) as “an expression of the meaning of a word or phrase using other words or phrases, often in an attempt to make the meaning easier to understand”. “A paraphrase means saying the same thing as the author but in your own words” (Marshall and Rowland, 1998: 2).

Part of good paraphrasing is changing the grammatical structure of a sentence, but students can also benefit from a vocabulary activity that challenges students to use different

forms of the vocabulary words (Courtright and Wesolek, 2001: 9).

Orchard (1953: 46) advises students when taking notes from a book to transfer the material into their own words. Given the reason of the possibility of copying a phrase or sentence from a textbook without knowing what they write, they can be thinking of something entirely different.

Using their own words means that students understand what they read. In the same respect, Freeman (1986: 46) believes that the notes will be in students' own words and phrases not the author's. The process of converting the ideas into their own language ensures that they understand the material. If they can not restate the ideas clearly, then it is likely they have not understood them.

Hughes (1991: 1) states that

**using your own words is fairly important, because by thinking up your own phrasing, you are re-learning the material by having to reprocess it in your head. Every time you take a note, a tiny little learning cycle goes on.**

Wood et al. (1991:5) state that putting the textbook information in students' own words forces them to become actively involved with the material.

### **2.2.6.3.2 Summarizing**

A very common kind of note making from book takes the form of a summary, written in complete sentences of the main

arguments and factual details from the text being studied (Robertson and Smith, 1987: 41).

Marshall and Rowland (1998: 2) describe summarizing as “an essential condensation, in your own words, of the author’s argument, where you need to distinguish between the author’s thesis, supporting reasons and evidence”.

Hafner (1977: 176) indicates that, “summarizing is a key reading task” that requires a careful attention from students. He adds “it is the gathering together of the main ideas of the text in succinct form”. Students of literature especially need it; they want a synopsis, or summary or even interpretation of what they have read. In this case the best method of taking notes is to jot down important points, and at the end they can compose a summary that tells the gist of the story (Morgan and Deese, 1957:61). Summaries written after every long reading assignment become study guides to be used for mid- terms or final exams or final papers (Casey, 2003: 2).

Finally, Marshall and Rowland (1998: 2) believe that summarizing is a useful note making technique because it can be understood independently of the original; yet, it should be an accurate representation of the author’s argument/ point of view /

position. In making a good summary, students do not need to return to the original text.

### **2.2.6.3.3 Outlining**

An outline presents a picture of the main ideas and the subsidiary ideas of any subject. It can be used for a class reading assignment, an essay, a term paper, a book review or a speech. For any of these, an outline will show a basic overview and important details (Sealy, 2002: 1). It is an essential step in writing, reading and studying. It calls for two groups of reading skills. Students need to detect the organizational framework of the work, then to identify an author's topic statement to determine the proper sequence and relative importance for each item (Judson and Schail , 1972: 254).

Making outlined notes of textbook material will help students understand what they read and then to know them when examination time comes (Morgan and Deese, 1957: 58). Outlining gives a better visual picture (gestalt) and shows system more clearly (Fry, 1972: 433).

Outlining enables a student to represent graphically relationships of ideas and facts presented in written material. It provides a method of identifying main ideas, recording relationships between ideas and examining the structure and

plan the author used. It makes one look at the material and organize it in a logical manner (Hafner, 1977: 176).

Ekwall and Shanker (1985: 262) indicate that outlining requires a high level of classification ability. It depends on a close analysis of each paragraph (Missouri, 2000: 3). It requires the students to understand the relationship between the main and supporting details. In the outline, the main idea becomes a heading and the details as sub-headings. These outlines may be developed in sentence forms, using complete sentences to record the information, or topic outlines that use key words or phrases (Cheek and Cheek, 1983: 171).

#### **2.2.6.4 Analytic Approach**

The analytic approach involves making a note of questions students have about the text, making comparison and contrast between texts/ concepts, evaluating ideas in the text, and synthesizing ideas from texts and students' own opinions (Marshall and Rowland, 1998: 2).

Notes on reading, to be useful, must be analytic. This means that students identify and state clearly for themselves the questions discussed by the author, the position he takes on them, and the arguments he makes for his position. Students have to identify the strengths and weaknesses or limitations in the

author's argument, supporting reasons and evidence, and identify and challenge any assumption that the author might have made (LSU, 2000:1).

### **2.2.7 A Thorough Investigation of the NT Strategies Stated on the Questionnaire**

The questionnaire items, i.e. NT strategies, are drawn from two main sources: relevant literature and students' responses on the open questionnaire exposed at the beginning of the study. Here, more detailed views of specialists concerning each item of the questionnaire are surveyed. This is to give evidence that no item is included haphazardly. Each item is based on a clear theoretical rationale representing a NT strategy and is expected to be used by the students chosen in the sample.

The strategies are divided into two parts. Part I, deals with the discussion of the efficient NT strategies, while part II deals with the discussion of the inefficient NT strategies. Furthermore, efficient NT strategies that are related are listed and discussed together.

#### **2.2.7.1 The Efficient NT Strategies.**

The following is the discussion of the efficient NT strategies:

## **1: Reading with a clear purpose in mind.**

Everything students read will not be read in the same way. The purpose for reading will determine how students read and then what to note down. Reading with a clear purpose helps students identify relevant material and measure their progress (Lane, 1997:5). The students are better able to set purpose for their reading: Do they need to gain an overview of a topic, understand the material in depth, find specific information, understand the argument or main focus, or evaluate the material (Uni Learning, 2000: 1: and Dhann, 2001: 3). Having a purpose for reading, makes the students take responsibility for creating their own interest by considering what they know about the topic and what they will need to know (Learning Skills Unit, 1998: 1). Finally, Niles (1965: 58) argues that, the teacher can also aid the students in reading with purpose by stressing what he feels to be the most crucial sections of a unit or a chapter while he is reviewing the table of contents as a class activity. This helps students on what to look for in their reading and as a consequence what to note down.

## **2: Skimming the titles, headings, introductory notes, summary, review questions, if there are any.**

Robertson and Smith (1987:83) state that skimming consists of “a rapid run through the text, picking out main ideas and selecting areas of the text for closer attention in order to

leave the reader with overall picture of the section being studied”. Its objective is to familiarize students as quickly as possible with the material to be read, to get an overview of its purpose and organization, to identify helpful things in it and to determine what they expect to gain from the reading. The more they know about what they are reading, the easier it will be to process it into their long-term memory (Guinery, 1967: 126; Counselling Service, 1997: 4; Hopper, 1998: 1; Kluepfel, 2001: 2; and Casey, 2003: 1).

The title gives the main idea or the topic of the material. The subheadings or section headings, are signposts that tell what information will be covered and in what order, and provide the best clues as to content. The introductory note sometimes highlights key points. In some books, the author concludes each chapter with a summary of the main ideas or a set of questions related to the information expressed. The summary gives a useful framework or a sectional heading for the notes students are about to write. The questions if kept in mind while students read the chapter will help them to focus attention on the most important ideas presented (Guinery, 1967: 27; Parsons, 1996: 2; and Worden, 2000:9). Thus, skimming is a useful strategy which does not inhibit careful reading; it rather enables the reader to select portions from the text, the portions that deserve spending time on (Nuttal, 1983: 34).



### **3: Scanning through paragraphs, looking for names, dates, two sides of an argument and new concepts.**

Students need not read the whole text or chapter carefully. Scanning enables them to know exactly what to look for, by choosing only the paragraphs that contain information, rejecting what they do not need, reading only these paragraphs with more attention and that is what makes time spent effectively. Scanning also makes the writers' arrangement of ideas clear in the readers' mind. Note making is made easier if the students have an awareness of the authors' plan and organization, before beginning a thorough reading. Scanning enables students to concentrate on reading to gain a detailed understanding of the argument or a detailed knowledge of the information being presented (Robertson and Smith, 1987: 82; Grellet, 1988: 83; and Casey, 2003:1).

### **4: Looking up words whose meaning cannot discerned from the context in the dictionary.**

Vocabulary development is intrinsic to each course. The students must learn the language of the course in order to be proficient in the course itself (Casey, 2003:4). Language teachers should encourage students to guess, tolerate ambiguity, link ideas, paraphrase, and to summarize so that they stop dwelling on isolated words often not vital to comprehension (Learning Skills Unit, 1998:2). Teachers can ask students to

read and underline unknown words, by using contextual clues to guess the general meaning; to skip words, and to focus on cognates, roots, prefixes and suffixes (Kies, 2002: 2). It is important to take careful notes of the vocabulary central to discipline, yet stopping every minute to look up a word in a dictionary can hinder reading rather than improve concentration (Wood et al., 1991: 4). Using the dictionary should be the last step to know the meaning of the words. Finally, Leedy (1963: 29) advises students to keep a list of all unfamiliar words, to look them up and to learn them. Furthermore, students can make two lists of words: the specialized terms and technical vocabulary, and unfamiliar general vocabulary words. Noting the root meaning of these terms is especially helpful in understanding and remembering them.

### **5: Underlining all definitions of terminology.**

Underlining is a technique in the reproductive approach that is discussed in section (2.2.6.1.3.2). Underlining aids both RC and retention. Students are required to identify terminology and its definition during the reading. Underlining serves students in this respect (Jarvis, 1998: 2).

## **6: Identifying major topics based on section headings.**

In many textbooks the authors divide the material into section headings or subheadings. These signposts provide the best clues as to the content and tell students what information will be covered and in what order (Guinery, 1967: 27 and Worden, 2000:9). Students should take into consideration that their task is to identify and write the major topic sentence based on these signs leaving out the irrelevant material or information.

**7\*: Reading one paragraph at a time.**

**8\*: Noting down a question which arises from the reading one paragraph at a time that you have read.**

**9\*: turning all the sub – headings into questions.**

**10\*: Marking the answer to the question by underlining, numbering, boxing or circling.**

Students should read what they feel that it is a manageable chunk of a text. They should not try to read more than they can easily manage at any one time (Crème and Lea, 1997: 61).

Students should always read with a question in mind, that makes reading a more active process and will help with concentration and retention. In this case, students will find it is easier to identify the “important” issues; thus, they end up with fewer notes to review (Counselling and Learning Skills Center, 1996: 2).

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\* These strategies are discussed together because they are related and can be used gradually one by one.

Students will understand the material better and remember it longer if they write a question for every paragraph or brief section (Missouri, 2002: 2). The easiest way to do this is to turn the sub- headings into questions or inverting the first sentence into question form using, “who”, “what”, “when” if necessary (Puak, 1974:1; and UT Austin Learning Center, 2002:2). Once the answer is found out, students can mark the answer to the question by underlining, numbering, boxing, circling or highlighting it in the textbook.

### **11: Reading the text again and trying to find the answer if it is not apparent from the first reading.**

If students cannot answer the question, they have to read the text again and try to answer the question once more. They go on to read the next section only when they can successfully answer the question or questions that they have posed (Guinery, 1967: 27; and Counselling and Learning Skills Center, 1996:2).

### **12: Summarizing but not copying.**

This technique is discussed in detail in section (2.2.6.3.2).

### **3.1 Introductory Note**

The following pages present a detailed description of the steps and procedures that are followed in order to achieve the aims and the hypothesis of the present study.

### **3.2 The population and the Sample of the Study**

The population of the study is third-year College Students enrolled at the Departments of English at the University of Baghdad, College of Education / Ibn Rushd and College of Education for Women, in the academic year 2002/2003.

The sample of the study includes (165) students of both sexes males and females, taken from the College of Education / Ibn-Rushd and College of Education for Women. Thirty of them are repeaters as well as (5) non-Iraqi students and therefore are all excluded from the total number of the sample. The rest of the subjects total (130) students who represent the actual sample of the present study.

### **3.3. Building up the Questionnaire.**

A questionnaire is developed and administered to the sample to fulfil the aims of the study and to test its hypothesis. The questionnaire items, i.e., NT strategies are, drawn from the following sources:

### **3.3.1 College Students (the Population of the Study)**

An open questionnaire is administered to the whole population, i.e., students at the Colleges of Education/ Ibn-Rushd and Women College. They are asked to describe freely the habits and strategies they usually use/ follow in NT while reading. See Appendix (1).

### **3.3.2 Relevant Literature and Previous Studies**

The strategies adopted in this study are supported by literature and previous related studies in this field of investigation both foreign and Iraqi ones.

## **3.4 Validity of the Instruments**

Validity is one of the characteristics of good research instruments, i.e., the ability to measure what the instrument is intended to measure.

Richards et al. (1992: 396) define validity as, “the degree to which a test measures what it is supposed to measure, or can be used successfully for the purpose for which it is intended”. On the other hand, Davies et al. (1997: 221) describe it as, “the quality which most effects the value of a test, and it acts as an indicator of an abstract concept which it is claims to measure”.

Gipps (1994: 58) on the other hand, defines validity as the extent to which an assessment measures what it purports to

measure. If an assessment does not measure what it is designed to measure, then its use is misleading. Moreover, Harmer (2001: 322) considers a test to be valid if it tests what it is supposed to test. Thus, it is not valid, for example, to test writing ability with an essay question that requires specialist knowledge of history or biology – unless it is known that all students share this knowledge before they do the test.

Consequently, in the selection of any test, two questions must always be considered: 1- What precisely does the test measure? and 2-How well does the test measure? If the test is found to be based upon a sound analysis of the skill or skills we wish to measure, and if there is sufficient evidence that test scores correlate fairly with actual ability in the skills area being tested, then we may feel reasonably safe in assuming that the test is valid for our purposes (Harris, 1969: 18-19). Lado (1961: 30), on the other hand, believes that the questions we ask about a test will vary in each case depending on purpose, time, subject, etc. However validity is not general but specific.

There are many types of validity. The most important kind to be considered concerning the instruments of the present study is face validity.

### **3.4.1 Face Validity of the Instruments**

A particular kind of “validity” that concerns most test designers is “face validity”. This means that the test should look, on the “face” of it, as if it is valid (Harmer, 2001: 322).

Face validity means simply the way the test looks- to the examinees, test administrators, educators, and the like. It is important for if the content of a test appears irrelevant, silly or inappropriate, knowledgeable administrators will hesitate to adopt the test and examinees will lack the proper motivation. Thus, the test maker has an obligation always to keep face validity in mind (Harris, 1969: 21). Face validity is secured if the test items appear to be measuring what is intended to be measured (Ebel, 1972: 87). The degree to which a test appears to measure the knowledge or abilities it claims to measure, as judged by an untrained observer (such as the candidate taking the test or the institution which plans to administer it) is considered the face validity of a test (Davies et al., 1999: 59).

In the present study, specialists and experts in the field of ELT and linguistics carry out this task.



### **3.4.1.1 Face Validity of the Questionnaire**

Accordingly, the initial form of the questionnaire (See Appendix 2) is submitted to Thirteen specialists\* in the field of TEFL and linguistics to decide its face validity. They are asked to:

- read the items of the questionnaire, and state whether each item is an efficient NT strategy or an inefficient one;
- decide whether the items are expressed and worded accurately and clearly or not; and ,
- suggest any modifications for the invalid items.

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\* The jury members, arranged according to their academic titles and then alphabetically , are:

- 1- Professor Ayif Habeeb Al-Ani, M.A in Methodology and Curriculum.
- 2- Professor Sabah Al-Rawi, Ph. D. in Linguistics.
- 3- Assistant Professor Abdul Jabbar A. Darwesh, Ph. D. in Methodology.
- 4- Assistant Professor Ilham Namiq Khurshid , Ph. D. in Methodology.
- 5- Assistant Professor Istiqlal Hassan Al-Marsoomi, Ph. D. in Methodology.
- 6- Assistant Professor Lamya’ A. Al-Ani, M.A. in Linguistics.
- 7- Assistant Professor Munthir M.Al-Dulaimi, Ph.D. in Linguistics.
- 8- Assistant Professor Nahida Taha Al-Nasiri, Ph. D. in Methodology.
- 9- Assistant Professor Shatha K. Al-Saa’di, M.A. in Methodology.
- 10- Assistant Professor Yasmin Hikmat, Ph.D. in Linguistics.
- 11- Instructor Ahmed Mustafa, Ph.D. in Linguistics.
- 12- Instructor Dhuha A. Al-Qaraghooly, Ph.D. in Methodology.
- 13- Instructor Najat A. Al-Juboury, M.A. in Methodology.

In the light of the jury members' views and recommendations, the following modifications are undertaken:

1. Adding more inefficient NT strategies (their number on the initial form is six) to become eleven in the final form. The inefficient strategies added are:
  - Copying notes directly from the textbook without paraphrasing.
  - Copying out lots of chunks from the reading material.
  - Taking notes as you are reading the material for the first time.
  - Taking notes as long as the text itself.
  - Writing the notes as isolated facts and ideas.
2. Omitting the following strategies:
  - Surveying the whole chapter to get an overview.
  - Reading the next section only when you can successfully answer the question that you've posed.
  - Trying as far as possible to put notes on separate cards or sheets.
  - Taking time to review and reflect. Findings ways to connect and categorize the information to other topics.
  - Noting parts that remind you of things you have read or seen or even said yourself.
  - Using the following arrows ( $\rightarrow$ )
  - Using mathematical symbols.

- Shortening – tion or- sion, and shortening long words or phrases for which there is no symbols or abbreviations.

3. Re-writing some other strategies with some modifications:

- read is changed to skimming the titles, headings, introductory notes, summary , review questions if there are any.
- Putting a star, asterisk, or some marker of your choice next to sections that seem to be very important; passages that makes a crucial point or that might be the main point of the piece.
- Organizing your notes. Your notes should reflect the organization of the chapter.
- Paying attention to punctuation marks because punctuation reveals meaning, it tells you much about thought, structure, and relationship of ideas.

4. Connecting together the following strategies:

- Using standard abbreviations is connected with using personal abbreviations.
- Paying attention to typographical clues is connected with paying attention to illustrative clues.

5. The researcher adds the following strategies after surveying new sources:

- Scanning through paragraphs, looking for names, dates two sides of an argument and new concepts.

- Looking up words whose meaning can't be discerned from the context, in the dictionary.
- Underlining all definitions of terminology.
- Using a numbering system in which main and subordinate ideas are written in point form.
- Using colors or page stickers to distinguish ideas.
- Spotting and recording key words or concepts, images or sequences.
- Using the notes to cross- reference with the required material.
- Constructing a concept map or chart from the text.

Finally, the researcher has changed the NT strategy that states “looking for reasons to read the paragraph” into “reading with a clear purpose in mind”. See Appendix 3, which shows the questionnaire in its final form.

### **3.4.1.2 Face Validity of the Two Achievement Tests**

Two unseen reading texts with their achievement tests following, are selected from part II of the prescribed \*RC textbook that is used at the Department of English / College of Education – Ibn Rushd.

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\* Alexander, L.G (1970). *Sixty Steps to Precis. A New Approach to Summary Writing for Overseas Students*. London: Longman.

This book is divided into two parts, each consisting of 30 passages. Part I is taught to the second year College students, whereas the second part is not taught, because of the high difficulty level of the passages and their tests for those students. Therefore, after consulting the jury members, they advised to depend on part II since its level of difficulty suits the sample of the present study (3<sup>rd</sup> year college students). The first passage is about children while the second is about language. See Appendices 4 and 5.

In fact, the questions included in each test deal with four major efficient NT techniques used in the questionnaire, they are: summarizing, paraphrasing, identifying the meaning of unfamiliar words, and the students' use of their own words in answering.

One more point to be mentioned here is that the reasons behind selecting two RC tests are to:

- 1- achieve objectivity in answering and scoring;
- 2- give the testees more than one chance in answering the questions;
- 3- vary the types and subject – matter of the reading texts, and
- 4- vary the level of difficulty of the reading texts.

The Jury members agree that the tests are valid.

### **3.4.1.3 Face Validity of the NT Test**

A passage is selected from the book, which is entitled *English Language. Pass Notes* by Talbot (1984) with its notes supplied in the same book (See Appendix 6), and the students are asked to take notes about the passage. The passage is about “Sport” which is found to be an interesting topic to both sexes after consulting the jury members. It sets out some of the advantages and disadvantages of taking up sport as a career.

The aims behind this test are to find out:

- 1- If the students are truly taking notes about what they read, and this will be discovered also by comparing their answers on the questionnaire with their answers on the NT test.
- 2- What strategies they follow in their NT; and,
- 3- Whether or not they comprehend the passage by identifying its main idea and relevant details written in their sheets.

To achieve face validity of the NT test, the NT test is submitted to the same jury members of the questionnaire (See 3.4.1.1 above). The jury are asked to state whether the passage is suitable to:

- 1- the language ability of the students;
- 2- their age and culture: and,
- 3- the time limit required for answering.

Also the Jury members agree that the test is valid.

### **3.5 The Pilot Administration of the Instruments**

After the establishment of the validity of the instruments, pilot versions are administered to a sample of 30 students in order to:

- 1- estimate the time required in answering the three instruments;
- 2- try out the instructions of the instruments; and ,
- 3- to compute the reliability coefficient of the three instruments.

Accordingly, the three instruments are given to 30 students chosen from the third- year students at the Department of English, College of Education Ibn – Rushd.

The instructions concerning what the students are to do with the instruments: the questionnaire, the NT test and the two RC achievement tests, are explained by the researcher to the extent that no misunderstanding could occur.

Concerning the time needed in answering the three instruments, it is found out that the questionnaire needs an hour (i.e., a lecture), the NT test needs another hour, and finally each of the two achievement tests need 90 minutes to be answered.

The reliability coefficient of the questionnaire, The NT test, and the two achievement tests are computed using suitable statistical means. This is shown clearly and in details in the following sections.

### **3.6 Reliability of the Instruments**

Next to validity, reliability is the second characteristic of good research instruments, i.e.; the extent to which an assessment would produce the same, or similar score on two occasions or if given by two assessors. This is the “accuracy” with which an assessment measures the skill or attainment it is designed to measure (Gipps, 1994: 67).

Harmer (2001: 322), on the other hand, states that a good test should give consistent results. In practice, it is enhanced by making the test instructions absolutely clear, restricting to the scope of variety in the answer, and making sure that test conditions remain constant. It also depends on the people who mark the tests (scorers). Clearly, a test is unreliable if the results depend to any large extent on who is marking it.

Reliability is “ the actual level of agreement between the results of one test [instrument] with itself or with another test ” (Davies et al, 1999: 168). In addition, reliability has to do with the stability of scores for the same individuals. If the scores of students are stable, the test is reliable; if the scores tend to



fluctuate for no apparent reason, the test is unreliable (Harmer, 2001: 322).

The present study has three basic instruments, each instrument takes a different method to achieve its reliability. This is shown in the following sections.

### **3.6.1 Reliability of the Questionnaire**

To achieve the reliability of the questionnaire, the “split - Half” method is used. In this method, the instrument is given only once, counting separate scores for each half of it, and computing the correlation coefficient between the two sets of scores that are obtained.

The split- half reliability belongs to the category of internal consistency, where reliability is established by computing scores on the component parts of the instrument rather than by relating the test scores to those derived from some other external measures. To calculate this type of reliability, subjects' scores on the two halves of the instrument are correlated. The correlation coefficient indicates reliability for the half- test only and should be corrected with the Spearman-Brown Prophecy Formula to arrive at a reliability estimate for the whole test (Davies et al, 1999: 124).

The calculated reliability coefficient of the questionnaire is found out to be 0.81, which is considered acceptable and statistically significant (Harris, 1969: 16).

### **3.6.2 Reliability of the NT Test**

This test is mainly used in order to find out whether the subjects of the sample in the present investigation are really efficient or inefficient note-takers through comparing their responses on the questionnaire with those on the NT test.

For the sake of estimating the reliability coefficient of the NT test, the scorer reliability method is used. In this method, the test scoring is done by two or more raters (or the same rater scores the test twice but in different occasions); The reliability of their evaluation can easily be checked by comparing the scores they give for the same student responses (Ibid.).

Hence, the computation of the reliability coefficient is done by using Pearson Correlation Coefficient where data obtained by the researcher is correlated to that obtained by herself but after a three- week period of time. The correlation coefficient obtained is found out to be 0.88 which is considered acceptable (ibid.).

### **3.6.3 Reliability of the Two Achievement Tests**

In order to compute the reliability coefficient of the two achievement tests, Alpha – Cronbach Formula is used. It is a measure of internal consistency and reliability. It indicates how well a group of items together measure the trait of interest by estimating the proportion of test variance due to common factors among the items. If all items on a test measure the same underlying dimension, then the items will be highly correlated with all other items. Alpha is an extension of Kuder-Richardson Formula, but differ in this it can describe the variance whether or not items are dichotomously scored. Values for Alpha range from 0 to 1.0. (Davies et al., 1997:39).

Therefore, the reliability coefficient is found out to be 0.88, which is also considered acceptable (Harris, 1969: 16).

### **3.7 The Final Administration of the Instruments**

Being sure that the questionnaire, the NT test, and the two achievement tests are valid and reliable, they are administered to the present study sample of third year College of Education / Ibn-Rushd and College of Education for Women as well. The testee are instructed at the first session (i.e. lecture) to read the NT passage carefully and make their notes on a separate sheet of paper. In the second session, the students are instructed to read the questionnaire items carefully and describe the extent to which each strategy is used when they read and take notes.

In the third session, the first achievement test is given. The students are asked to read the passage and then answer the questions following it.

In the fourth and final session, the students are exposed to the second achievement test. The allocated time for each achievement test was 90 minutes.

### **3.8 The Scoring Scheme of the Instruments**

#### **3.8.1 the Questionnaire**

Students' responses on the questionnaire are given marks with reference to the extent to which they use every strategy. Their responses concerning the efficient NT strategies are assigned marks as follows: always 4, often 3, occasionally 2, rarely 1, and never 0. While the assigned marks for the students' responses concerning the inefficient NT strategies are as follows: always 0, often 1, occasionally 2, rarely 3, and never 4.

#### **3.8.2 The NT Test**

Specialists have many views concerning the scoring method of students' notes. Taylor (1982:715), for instance, stresses the organization of important points and the structure of the notes. Talbot (1984:43), on the other hand, states that students have to get down to the bare bones, i.e. the essentials, and scrap every practical of flesh, i.e. illustrations, repetition, examples, etc., and using their own words.

Since the aim behind this test, as stated in section 3.4.1.3 above, is to find out whether the students are really efficient or inefficient note takers through comparing their responses on the questionnaire with those on the NT test. So, in scoring students' notes, the researcher takes into consideration whether or not the students have adopted any of the strategies presented in the questionnaire, in addition to a special correction format provided with the NT test containing the points that to be taken into account as the main NT points. The total score is to be 18. The idea or point that is written by the testee takes one mark, and (zero) mark for those which are not written. See Appendix 7 the answer Format of the NT test.

### **3.8.3 The Two Achievement Tests**

The two achievement tests are selected from the prescribed textbook that is used at the Department of English, College of Education / Ibn – Rushd, as stated in section 3.4.1.2 above.

Each test consists of a passage followed by five questions. Since some of the questions of the two tests need subjective answers, and in order to achieve some degree of objectivity, an ideal or model answer format is prepared \* for each test which is

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\* The format is prepared by the researcher and Miss Nawal Fadhil who is a college instructor at the Women College and who holds the degree of Master in Linguistics.

agreed upon.\*(See Appendices 8 and 9). Each test scores (50) marks, (10) marks for each question. The two scores are gathered and then divided upon two to find out a total score for the two achievement tests out of (50) marks.

### **3.9 The Statistical Tools**

The following statistical tools are used in this study to analyze data and compute results:

- 1- Pearson Correlation Formula: to find out the reliability coefficient of the questionnaire and of the NT test, and computing the final results in order to find out whether or not there is any kind of relationship between NT strategies and the testees' achievement.

$$r \times y = \frac{N \sum xy - \sum x \sum y}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}}$$

(Glass and Stanley, 1970: 114)

Where:  $r \times y$  = the correlation of the scores on the two halves of the questionnaire.

N = the number of the students of the sample

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\* The following instructors agreed on the answer format mentioned in \* , they are: 1- The supervisor Dr. Fatin Kheiri  
2- Assistant Professor Lamy'a AL-Ani  
3- Instructor Najat AL-Juboury

$\Sigma x$  = the sum of x scores

$\Sigma y$  = the sum of y scores

$\Sigma x^2$  = the sum of the squares of x scores

$\Sigma y^2$  = the sum of the squares of y scores

$\Sigma xy$  = the sum of the products of x and y for each students.

- 2- Spearman Brown Prophecy Formula: to calculate the reliability coefficient for the whole questionnaire from a split half reliability correlation coefficient.

$$r_s = \frac{6\Sigma d^2}{n(n^2 - 1)}$$

(Mehrens and Lehmann, 1991: 255)

Where:  $r_s$  = is the reliability coefficient

$n$  = is the number students of the sample.

- 3- Alpha – Cronbach Formula: to calculate the reliability coefficient of the two achievement tests. It is used for a test composed of essay questions where a student's score on each question could take on a range of values.

$$\alpha = \frac{n}{n-1} \left( 1 - \frac{\Sigma S_1^2}{S_x^2} \right)$$

(Ibid: 256)

Where:  $S_1^2$  = the Variance of a single item.

N=number of items in a test.

$\Sigma$ =Summation sign indicating that Variance is summed over all items.

- 4- T-Test: to find out whether the relationship between NT strategies and the testees' achievement is significant or not.

$$t = \frac{r}{\sqrt{\frac{1-r^2}{n-2}}}$$

$r$  = Correlation coefficient

$n$  = the size of the sample

(Minium et al. 1999: 294-295)

- 5- Normative scores formula, and Modified normative score formula: to distinguish the efficient from inefficient note-takers.

$$N_s = \frac{X - \bar{X}}{S}$$

$$M_s = N_s \times 10 + 50$$

(AL-Imam et al., 1990:219)

Where:  $N_s$ =Normative score



$M_s$ =Modified Normative score

$X$ =raw score

$\bar{X}$  =Mean

$S$ = Standard Deviation.

## **4.1 Introductory Note**

This chapter contains the demonstration and discussion of results according to the aims of the present study which are the distinguishing of :

- 1- The efficient and inefficient NT strategies;
- 2- The efficient and inefficient note-takers; and ,
- 3- The relationship between the NT strategies used by College students and the sample achievement on the RC tests.

## **4.2 Results and Discussion**

Results are presented according to the three aforementioned points and as follows:

### **4.2.1. Results Related to the First Aim.**

The final form of the questionnaire shows that the total number of the NT strategies is 45, 34 items are efficient NT strategies and 11 items are inefficient ones.

The table below shows the total number of the inefficient NT strategies.

**Table (1)**  
**The inefficient NT strategies**

<b>N.</b>	<b>Inefficient NT strategies</b>
1	Taking notes as long as the text itself
2	Copying out lots of chunks from the reading material.
3	Taking notes as you are reading the material for the first time
4	Highlighting whole paragraph or page.
5	Making messy marking
6	Copying notes directly from the textbook without paraphrasing
7	Memorizing the whole material word by word
8	Just reading without taking notes.
9	Writing the notes as isolated facts and ideas
10	Depending on ready made handouts
11	Depending on memory noting only the new words

The inefficient NT strategies have been derived from related literature, and students' responses to the open questionnaire.

The identified NT strategies (whether efficient or inefficient) are exposed to the jury members who are asked to state whether each strategy is efficient or inefficient one. The left number of the whole questionnaire, i.e. 34, is efficient ones. See Appendix 3 the questionnaire in its final form.

#### **4.2.2 Results related to the Second Aim**

In order to distinguish find the efficient note-takers and the inefficient ones, the following statistical method is conducted:\*

The raw marks of each subject on the questionnaire concerning both that on the efficient NT strategies and that on the inefficient ones are treated and changed into normative marks because in this way the students' performance can be compared with others performance of the same level, and will specify what the student really deserves on the instrument (i.e. the questionnaire) (Isawi, 1985: 100 in Arabic).

Therefore, some scholars and researchers have found out that it is necessary to use mathematical rules and statistical methods which enable them to compare either between the individual's scores and his peers', or among the same

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\* This statistical method is used by the statistician Dr. Safa' Tariq Habeeb depending on several sources in the field of statistics

individual's scores on various scales (Samarah et al., 1989: 151 in Arabic).

The statistical procedure followed in this study is computing the modified normative score, and is achieved depending on computing the normative score which expresses the position of any score as being near or far from the mean of the scores, where the normal distribution base is divided into equal and standardized parts or sections.

Each part is considered one standard deviation where it is possible to change any raw score into a normative one. The problem in the normative score is the existence of negative signs and multiple – decimals. Therefore, the normative score is multiplied by a stable value and added to another stable value in order to get rid of the negative signs and the multiple decimals. This modified normative score is used as an accurate, scientific percentile scale which could be used to measure the various achievement scores in a unified way with a mean of (50) and standard deviation of (10) (Al – Imam et al. , 1990 : 219). (See p.100 in Chapter III).

Accordingly the total number of the efficient note-takers are 42, where as the total number of the inefficient ones are 41. (See Appendices 10 and 11).

### **4.2.3 Results Related to the Third Aim**

To achieve the third aim of the present study, and to analyze the data statistically, Pearson correlation coefficient is used as a suitable statistical tool. t-test is also used to test the significance of correlation. The following results are found out (See Appendices 12 and 13):

- 1- There is a negative statistically significant relationship between the inefficient strategies and their achievement on the RC.test, which is found out to be (0.431) at the level of significance of (0.05) and a degree of freedom of (39). The computed t-value for testing the significance of correlation is found out to be (2.471), which is higher than the table t-value (2.021). (See table 2).

**Table (2)**  
**Statistics for the correlation between NT strategies and inefficient note-takers'**

	<b>N</b>	<b>r</b>	<b>df</b>	<b>t-value</b>		<b>Level of Significance</b>
				Computed	Table	
Inefficient	41	0.431	39	2.471	2.021	0.05

This relationship means that the inefficient note-takers who get high grade on the questionnaire are found out to be of a low achievement on the RC Tests.

- 2- There is a positive statistically significant relationship between the efficient note-takers and their RC achievement, which is found out to be (0.418). The table t-value is found out to be (2.911) with a degree of freedom of (40) and a level of significance of (0.05), which is higher than the table t-value (2.021) (See table 3).

**Table (3)**  
**Statistics for the correlation between NT strategies and efficient note-takers'**

	N	r	df	t-value		Level of Significance
				Computed	Table	
Inefficient	42	0.418	40	2.0911	2.021	0.05

This relationship means that efficient note takers who get high grades on the questionnaire are found out to be of a high achievement on the RC tests.

### **4.3 Interpretation**

As shown in section 4.2.3, where the relationship between NT strategies and students achievements is identified, positive

relationship is found out between efficient NT strategies and students' achievement, and negative relationship is identified between inefficient NT strategies and students' achievement. Thus the null hypothesis concerning “the relationship between NT strategies and students achievement” is rejected.

The results of the present study conform with those of Driskell (1976), Jobes (1983) and Simons (1988) concerning the relationship between NT and students' achievement.

#### **4.4 Data Analysis Concerning the Three Instruments**

In accordance with the three instruments that are used in the present study, the following results are detailed:

- 1- The total number of the students who appeared to be inefficient note-takers on the questionnaire but achieved well on the NT test is 17. They represent 20.481% of the total sample of the study.
- 2- The total number of the students who appeared to be inefficient note – takers on the questionnaire and did not achieved well on the NT test is 24. They represent 28.915% of the total sample of the study.
- 3- The total number of the students who appeared to be efficient note-takers on the questionnaire and achieved



well on the NT test is 18. They represent 21.686% of the total sample of the study.

4- The total number of the students who appeared to be efficient note-takers on the questionnaire but did not do well on the NT test is 24. They represent 28.91% of the total sample of the study.

5- The total number of the students who appeared to be inefficient note-takers on the questionnaire and at the same time were not good achievers on both the NT test and the achievement tests is 19. They represent 22.891% of the total sample.

6- The total number of the students who appeared to be inefficient note-takers on the questionnaire and were good both on the NT and the achievement tests is 15. They represent 18.072% of the total number of the sample.

7- The total number of the students who appeared to be efficient note-takers on the questionnaire and were good both on the NT and the achievement tests is 14. They represent 16.867% of the total number of the sample.

8- The total number of the students who appeared to be efficient note-takers on the questionnaire and were not good

achievers both on the NT test and the achievement tests is 18. They represent 21.686% of the total number of the sample. ( See Appendices 12 and 13).

#### **4.4.1 Discussion**

This discussion is related to the analysis of data of the three instrument pointed out in the previous section.

In general, most of the efficient note-takers got acceptable marks on both the NT test and the achievement ones. Yet, there are several cases that appear to be unexpected ones, such as some of the efficient note-takers who got low marks on the NT test and sometimes on the achievement tests as well. Some got low marks on either the NT test or the achievement ones.

On the other side, it is shown that some of the inefficient note-takers got high marks on the NT test and sometimes on the achievement ones. Others got high marks on either the NT test or the achievement ones.

Those unexpected cases can be justified as follows:

- 1- The most important thing to the students is getting marks to enable them to upgrade to the next stage. The students do not take things seriously, and do not bother themselves sitting for hours to do things they do not get marks on.

- 2- The researcher, after asking several testees, finds out that some of the students are not able to understand the underlying meaning of the items, and even the surface meaning of them.
- 3- Some students admit that they did not take enough time to answer the items, and that they were in a hurry for some reason or another.
- 4- Several students are inaccurate in their answers, and therefore they use guessing.
- 5- A number of students admit that they have cheated in their answers in order to look as if they are efficient note-takers rather than being inefficient ones.

With regard to the NT test, the researcher finds out that not many of the students comprehend the main idea of the text concerning the disadvantages of sport.

Concerning the strategies students use in writing their notes, some write their notes in point form manner, i.e., in 1,2,3, etc.; some use paragraph form, some write summary; some

divide the page into two halves, i.e., use Cornell method; some underline what they think is important in the passage itself.

Regarding whether students use their own words or not , most of them use the exact words of the passage . Few of them use their own words. Furthermore, some students, after presenting their notes, identify their point of view as either becoming a famous person or an ordinary one, and which view is better than the second one.

Exceptional cases are found out in the process of scoring the NT passage. Some students give back the passage and the answer sheet paper without any note. Some write only one sentence saying, “I don’t have any note”. Some write their own reaction to the topic saying: “in my opinion; in my point of view”, and so on.

The researcher presents three different cases of NT answer sheets where the first one takes 18 marks out of 18, the second takes 12, and the third takes zero. See Appendix 14a,b, c.

## **5.1 Conclusions**

In the light of the study results, and the researcher's observation while testing and scoring students' responses to the instruments of the present study, the following conclusions are reached:

- 1- In general, a large proportion of third – year EFL college students do not take notes while reading; though they say that they take notes on the open questionnaire
- 2- EFL college students depend completely on the instructor to give them what make them pass the exam.
- 3- The general level of mastering the English language of Iraqi third year EFL college students at the College of Education at the University of Baghdad is unsatisfactory and disappointing. This is obvious from students' answers to the two achievement tests.
- 4- Iraqi EFL College students are in urgent need for training and guidance in reading skills in general and reading notes in particular. This conclusion is reached from students' unexpected and insufficient answers to the NT test.

## **5.2 Recommendations**

In the light of the findings of the present study which give evidence in support of the relationship between NT strategies and students' achievement, the following recommendations to the EFL learners, the instructors and syllabus designers are made to enrich the process of teaching and learning EFL.

### **5.2.1 The EFL Learners**

- 1- College students should be provided with instruction and training in taking notes from reading materials.
- 2- College students need to develop effective study skills, such as practical reading strategies to deal with technically difficult material assigned in their classes.
- 3- Students should be critical when taking notes. They should only write what they need later on and record information in a format that is easy to understand.
- 4- The EFL college students are advised to:
  - a- Read and take notes before going to class, so that it will be easy for them to understand the teacher, and will already be familiar with some of the special vocabulary, general idea and specific information.

- b- Read carefully the paragraph that contains the information they want. Then to write them in their own words.
- c- Ask themselves at the end of each paragraph whether it is relevant for their purposes or not.
- d- Be selective in using highlighting, and avoid at all costs any temptation to paint things over.
- e- Include figures in their notes when the paragraph has spatial organization. The figures help to understand and remember the author's description. In addition, specific information about each figure should be supplied.
- f- Include the objective of the study, the procedure, and the results of an experiment in a process, in case of taking notes on an experiment. The note should reflect the order of the process, what happens first, second, third, and so on.
- g- Reflect the order of events when taking notes on a chapter that is organized by chronological order. What happened early and late should be clear.
- h- Show clearly which points the author contrasts when taking notes on a paragraph of contrast.

- i- Show clearly the causes and the effects of each action when taking notes on paragraphs of causes and effect.
- j- Get down the gist of what has been said and carefully select for inclusions only those details which are important to their understanding of the general theme.
- k- Read through their finished notes, check carefully, and clarify or correct any faults or weaknesses by referring back to the book.
- l- Record the major conclusions, results and so on of each chapter.
- m- Use short cuts that they will understand, and that will make the writing process quicker. Abbreviations, symbols and drawings can help them take notes more quickly.
- n- Keep all of their notes in one place, a binder or notebook so that they may be compared and developed.
- o- Make their notes neat and clear; if not, it will be difficult to study them later.
- p- Take notes accurately, and record the information carefully; if not, students will learn incorrect information from them.



- q- Review the notes as soon as possible after an independent study session.
- r- Use their notes to test their classmates on different sections of the reading, asking them for general and specific information.
- s- Pick out the “bones” of the text or more specifically, those points in the text, which are relevant to their studies.
- t- Combine reading and lecture notes into a single note- book, by making the two work together, given the relationship between the two major components of university life, (lectures and reading).

### **5.2.2 The EFL College Instructors**

- 1- Instructors should draw their students' attention to inefficient practices that lower their learning and in consequence lower their achievements in the long run.
- 2- Instructors should give the remedy to the inefficient practices in reading notes and present and train students for the efficient ones.
- 3- Instructors should break the tradition of spoon-feeding method and adopt new ones that create in students responsibility in taking charge of their learning.

- 4- Instructors assigning material for reading and NT should review with the class the content and the resulting notes to ensure accurate notes and comprehension.
- 5- In order to motivate students to take notes, instructors should reward them when they do and place NT exercises on examination.
- 6- Instructors should help students to build associations by teaching them how to construct concept maps and use visual organizers.
- 7- In case of textbooks that have no summary, teachers should encourage students to write their own summary, by outlining the material, using it as a guide and writing a series of paragraphs summarizing the chapter.
- 8- In order to help their students to take notes from written material, instructors should read a chapter or section with students, and suggests the ideas, which should be recorded in notes.
- 9- To help students make an outline, instructors should give students a short, complete outline and the passage from which the outline was made.

### **5.2.3 The Material and Textbook Designers**

- 1- Since the relationship between NT strategies and students' achievement is proven, the NT strategies

introduced in the present study can be adopted to be taught to EFL college students.

- 2- Practical reading strategies to deal with technically difficult material need to be incorporated in the academic curricula of the departments of English, especially in the first year.

### **5.3 Suggestions for Further Research**

On the basis of the findings of the present study, and as a continuation of it, the following suggestions are put forward to enrich further research:

- 1- Studying the relationship between ENT Strategies and intelligence.
- 2- Studying the relationship between ENT strategies and other variables such as age, sex, etc.
- 3- Studying the relationship between ENT strategies and the achievement of students in any subject matter.
- 4- Finding out differences among college students at different colleges in respect to the existence of the relationship between ENT strategies and students' achievement scores.
- 5- Finding out whether there is any kind of relationship between ENT strategies and oral production of college students.

6- A great many NT techniques are applicable to more than one subject. So many investigations may be conducted examining the effect of any technique in raising students' comprehension and achievement in any subject area.

## Appendix 1

The Open Questionnaire and Students Responses to it.

The researcher intends to build up a questionnaire concerning the methods, strategies or techniques used or followed by EFL college students in taking notes from written material. You are kindly asked to describe your methods, if you cannot in English, State them in Arabic.

### Students' Responses

Item No.	The Item
1	I read the material more than once.
2	I concentrate on headings and sub-headings in note taking.
3	I hate reading my notes they are mess.
4	I ask questions about what I read and try to answer them.
5	I only write the difficult terms and expressions and try to memorize them.
6	I depend on ready-made handouts.
7	I underline what I think it is important.
8	I write the main ideas and main points of the topic.
9	I write the difficult terms and expressions, and search their meanings in the dictionary.
10	I paint things over.
11	I put lecture notes and reading notes together.
12	I depend on the lecturer when there are some points that I could not understand.
13	I copy lots of chunks from the textbook.

Item No.	The Item
4	I take notes in point form.
5	I focus on the important points and write them.
6	I write the definitions, divisions sub-division, and classification.
7	I write notes about the characters and their development.
8	I construct a diagram about the topic that I read.
9	I write the points that I could not understand during my reading and ask the instructor about them during the lecture.
0	I put the new words into sentences, so it will be easy for me to memorize them.
1	I have read pages and I cannot remember a thing.
2	I put the notes of each subject separately, and each topic has its own place.
3	I write a summary about the topic.
4	I memorize the whole material word by word.
5	My notes are as long as the passage I am reading.
6	I underline the new words and expressions.
7	I divide the material into parts; I read each alone and take notes about the important things.
8	I write the author's thoughts and arguments.
9	I write the new words in my copybook and try to memorize them.
0	I write the important information in my own words.

**Appendix 2**  
**The Questionnaire in its First Version**  
**A Letter to the Jury Members**

**University of Baghdad**  
**College of Education/ Ibn Rushd**  
**Department of Educational and**  
**Psychological Sciences**  
**Higher Studies**

*Dear Sir/ Madam*

Note-taking as a learning strategy involves writing down key words and concepts in abbreviated verbal, graphic, or numerical form during a listening or reading activity. The present study is an attempt to investigate note taking from reading material.

The researcher intends to investigate whether there is a relationship between effective note-taking strategies and the achievement of EFL college students or not.

The study aims at:

1. distinguishing efficient and inefficient note-taking strategies.
2. distinguishing efficient and inefficient note takers.
3. Finding out if there is any relationship between note taking strategies and the achievement of EFL college students.

The required field data is to be collected by using a questionnaire prepared for the purposes of the investigation mentioned above.

As a specialist in TEFL, please read the items of the questionnaire attached below, and state whether they are efficient or inefficient. Any additions, modification, and suggestions will be highly appreciated.

*With respect and gratitude.*

**Yours**  
**Wardah Ali**  
**M.A.Candidate**





A tentative questionnaire for distinguishing efficient and inefficient note-taking strategies of EFL college students.

No.	Item	Efficient	Inefficient
	Reading nothing, writing nothing depending highly on the teacher and his/her explanation in the lecture.		
	Surveying the whole chapter to get an overview.		
	Reading the summary, introductory notes, review questions if there are any.		
	Identifying major topics based on section headings.		
	Reading one paragraph at a time.		
	Reading the material without taking notes depending on ready-made handout.		
	Looking for reasons to read the paragraph.		
	Asking a question about the paragraph that you have read.		
	Turning all the sub-headings into questions.		
	Marking the answer to the question by underlining, numbering, boxing or circling.		
	Picking out one major idea per paragraph along with a few supporting details.		

No.	Item	Efficient	Inefficient
	Comparing your choice of main ideas and subordinate ideas with your friends.		
	Making messy marking.		
	Summarizing but not copying.		
	Paraphrasing; i.e. putting the information in your own words.		
	Putting a star, asterisk, or some marker of your choice next to sections that seem to be very important, passages that make a crucial point or that might be the main point of the piece.		
	Memorizing the whole material word by word.		
	Writing a key word or an abbreviated question in the margin.		
	Reading the text again and trying to find the answer. If you cannot, try to read it again.		
	Reading the next section only when you can successfully answer the question that you have posed.		
	Labeling your notes intelligently and taking notes in a way that allows for later use.		

No.	Item	Efficient	Inefficient
	Trying as far as possible to put notes on separate cards or sheets.		
	Highlighting whole paragraph or page.		
	Leaving lots of space in your notes for comments of your own questions and reactions as you read.		
	Taking time to review and reflect, findings ways to connect and categorize the information to other topics.		
	Organizing your notes. Your note should reflect the organization of the chapter.		
	Depending on memory, writing only the new words.		
	Just reading without note-taking.		
	Taking notes accurately, spelling correctly, reading information carefully.		
	Noting parts that remind you of things you have read or seen or even said yourself.		
	Using standard abbreviations and symbols, i.e. that are known for everyone.		
	Using personal abbreviations and symbols, i.e. that are invented for one's own use.		
	Reducing language and using symbols (lines, arrows and so on) instead of words.		

No.	Item	Efficient	Inefficient
	Using the following arrows: ↔ can means causes → related to,		
	Using mathematical symbols, e.g.: Figures instead of words for numbers, (18) instead of eighteen greater than (>); less than (<); because (:·); equals, is the same (=); doesn't equal, is different (≠).		
	Shortening-tion or-sion at the end of the word, e.g.: action → act".		
	Shortening long words or phrases for which there is no symbols or abbreviations.		
	Omitting repetitions, e.g. if an author says the same thing twice, note it only once.		
	Listing terms or concepts that need further clarification.		
	Calling attention to certain words used by the writer to indicate organization such as: Clues to contrasting: (through, although, but, however, nevertheless, whereas and rather). Certain common phrases serve the same purpose: (even though, in spite of, on the other hand, on the contrary).		

No.	Item	Efficient	Inefficient
	<p>Additional information on the same point is often introduced by such expression as: (beyond this, moreover, furthermore, and in addition).</p> <p>Conclusions begin with such expressions as: (As a result, consequently, hence, in conclusion, so, and therefore).</p>		
	<p>Using the table of contents to set up an outline for the notes and also comparing the outline against them.</p>		
	<p>Paying attention to typographical clues such as:</p> <p>Boldface headings which is larger, thicker and darker than standard type.</p> <p>Quotation marks and italics.</p>		
	<p>Paying attention to illustrative clues such as: (maps, charts, tables, graphs, diagrams and pictures).</p>		
	<p>Paying attention to punctuation marks because punctuation reveals meaning: it tells you much about thought structure and relationship of ideas.</p>		

## Appendix 3

### The Questionnaire in its Final Form

**Dear students,**

Please write your name, sex and section in Arabic.

Attached to this letter, you find a list of note-taking strategies from textbook. Read them carefully and decide how often you use each when you read and take notes. Opposite each item or strategy, you write one certain word that reflects how often you use that strategy. If you always use it, write “Always”. If you often use it, write the word “often”. In case you occasionally use it, write the word “occasionally”. Write “Rarely” when you rarely use the strategy and “Never” when you never use it.

**Here is an example:**

No.	Item	Frequency
1	Constructing a concept map or chart from the text.	Always
2	Using color or page stickers to distinguish ideas.	Often
3	Reading with a clear purpose in mind.	Rarely
4	Spacing out the note.	Never
5	Using a numbering system in which main and subordinate ideas are written in point form.	Occasionally

No.	Item	Frequency
1	Reading with a clear purpose in mind.	
2	Skimming the titles, headings, introductory notes, summary, review questions, if there are any.	
3	Writing notes as isolated facts and ideas.	
4	Scanning through paragraphs, looking for names, dates, two sides of an argument and new concepts.	
5	Looking up words whose meaning can not discerned from the context in the dictionary.	
6	Underlining all definitions of terminology.	
7	Identifying major topics based on section headings.	
8	Taking notes as long as the text itself.	
9	Reading one paragraph at a time.	
10	Noting down a question which arises from the paragraph that you have read.	
11	Depending on memory, writing only new words.	
12	Turning all the sub-headings into questions.	
13	Marking the answer to the question by underlining, numbering, boxing or circling.	
14	Copying out lots of chunks from the reading material.	
15	Reading the text again and trying to find the answer if it is not apparent from the first reading.	
16	Summarizing but not copying.	

No.	Item	Frequency
7	Paraphrasing, i.e., putting the information in your own words.	
8	Picking out and writing down one major idea per paragraph.	
9	Comparing your choice of main and subordinate ideas with your friends'.	
0	Putting a star, asterisk, or some marker of your choice next to sections that seem to be very important.	
1	Depending on ready-made handouts.	
2	Taking notes as you are reading the material for the first time.	
3	Writing a key word or an abbreviated question in the margin.	
4	Labeling and taking notes in a way that allows for later use.	
5	Just reading without note-taking.	
6	Using a numbering system in which main and subordinate ideas are written in point form.	
7	Using color or page stickers to distinguish ideas.	
8	Spotting and recording key words or concepts, images or sequences.	
9	Spacing out the notes.	
0	Organizing the notes in a way that reflect the organization of the chapter.	



No.	Item	Frequency
1	Copying notes directly from the textbook without paraphrasing.	
2	Identifying connections between points rather than just isolated facts and ideas.	
3	Using the notes to cross-reference with the required material.	
4	Keeping the notes for each subject separately and in a reading notebook.	
5	Using standard and personal abbreviations.	
6	Making messy marking.	
7	Reducing language and using symbols (lines, arrows, and so on) instead of words.	
8	Omitting repetitions, e.g., if an author says the same thing twice, note it only once.	
9	Listing terms or concepts that need further clarification.	
0	Memorizing the whole material word by word.	
1	Calling attention to certain words used by the writers to indicate organization.	
2	Using the table of contents to set up an outline for notes and also comparing the outlines against them.	
3	Highlighting whole paragraph or page.	
4	Paying attention to typographical and illustrative clues.	
5	Paying attention to punctuation marks.	

## Appendix 4

### The First Achievement Test

Anybody who does much reading of new fiction will know that quite a surprisingly high proportion of it is about children; and as often as not, such unhappy children too. To be quite fair, they are not (as were the children in Victorian novels) treated with

5 any great brutality; they are not very often beaten by their parents, or shut up in coal cellars, or told that if they are naughty they will bum perpetually in hell-fire. The grown-ups in the modern novel about children seem hardly robust enough for this kind of cruelty. They inflict misery because they are miserable

10 themselves, they are busy quarrelling with one another, or worrying about money, or politics, or they are being unhappy in one or other of the subtle ways that modern psychology has discovered or us. That is to say, their distress seems to make them unimaginative and intolerant of the demands that their children  
15 make upon them. As a result they fail to act as shock-absorbers between the big, bad world and the children in their care. The children see and hear far more than the Victorian novelist would have permitted, and they suffer accordingly. It is the old story of innocence arriving most painfully. At experience- and never  
20 before in literature, surely, has innocence been so defenseless, the blows of fate so heavy, so incomprehensible: and (we suspect) so undeserved.

This hasn't always been the case. Children in stories didn't, from the beginning, have this pathetic air of being unprotected.  
25 when they first appeared in prose fiction as recognizable flesh and blood they wore very well protected indeed. They were being educated. It was Rousseau, of course, who reminded the modern world that children were rather special creatures. They were not adults in miniature, they had problems and qualities of their own.

30 As it turned out, people who tried to bring up their children in accordance with Rousseau's theories of education frequently found that, in practice, they didn't work. Boys allowed to run wild and learn from the teachings of nature sometimes became so strong-willed when they grew up that they had to be horse-  
35 whipped or sent to the colonies, or to sea. But his influence was all to the good. For the first time it became respectable to try and understand what the world looked like from the child's point of view. This, it was agreed, was a necessary preliminary for all would-be educationalists. And when these educationalists turned  
40 to story-telling as a means of teaching it was discovered that their stories has real live children in them.

P.H.HEWSY

1. Answer the following questions in your own words as far as possible:
  - a. Why, according to the writer, are grown-ups in the modern novel unhappy?
  - b. What was Rousseau's attitude to children?
  - c. Why did Rousseau's theories sometimes fail to work?
2. Explain the meanings of the following words and phrases as they are used in the passage: robust (1.8); inflict misery (109); intolerant (1.14); shock-absorbers (1.15); accordingly (1.18); pathetic air (124); recognizable flesh and blood (11.25-26); adults in miniature (1.29); necessary preliminary (1.38).
3. Rewrite this sentence, then check your answer against the text: Rousseau, of course, reminded the modern world that children were rather special creatures.  
It was Rousseau. (11.27-28).
4. Deriving your information from the first paragraph (11.1-22) write a summary of the author's views of parents and children in modern fiction. *Don not use more than 90 words.*
5. Write a composition on one of the following:
  - a. Memories of childhood.  
Spare the rod and spoil the child. What, in your opinion, is the best way to bring up children?

## Appendix 5

### The Second Achievement Test

There is no doubt that a common language used throughout the world do much to bring countries closer to each other. Thought is becoming increasingly easy to *more* from place to place, our inability to communicate with one another, gives rise

5 to numerous misunderstandings and makes real contact between people of differing nationalities impossible. Many attempts have been made to overcome this problem and they have all failed. The fear of foreign influence and domination rules out the universal acceptance of any one of the existing major languages.

10 Aware of this difficulty, many linguists have constructed artificial languages, which could have no possible political overtones. They have argued that a language of this sort would perform much the same services as Latin did in the Middle ages.

15 Although linguists succeeded in making their artificial languages extremely simple so that they would be easy to learn, their efforts seemed doomed from the start. The reason for this is that there is no real incentive to learn an artificial language. There is nothing to guarantee that *everybody* is willing to make the effort; there is no assurance that the learner will have any adequate return for his toil. When people today undertake to learn a foreign language, they are not interested only in speaking it.

Mastery of a language makes available to the learner a great deal of worthwhile literature and many current publications. This is the biggest stumbling-block of all for the artificially-

25 constructed tongue. Having no literature of its own, all it can offer is a limited number of translations which are valueless in themselves. Nor can it acquire any literature; for it would have to be used for a great many generations before this could become possible. Moreover, constant use over a long period would bring

30 into being many 'national' dialects and the language would thus defeat its own purpose.

Another serious objection is the fact that a language is shaped by use and not by design. It is a living thing which is forever growing and changing. It takes hundreds of years before it can

35 acquire richness and depth. In an artificial language, however, the meanings of words are rigidly defined. Inflexibility makes for an absence of subtlety, so that no really fine meaning can be conveyed. Though this quality might be admirable for scientific publications, it greatly impedes the formation of any significant literature. Latin was ideal in this respect, for it was a 'dead'

40

language *with* a literature; an artificial one is 'dead' from the start. This makes it likely that existing language barriers will remain with us for a very long time.

1. Answer the following questions in your own words as far as possible.
  - a. ‘Aware of this difficulty. (1.10). to what “difficulty” does this phrase refer?
  - b. When people today only in speaking it’ (11.20-22). What else are they interested in?
  - c. ‘...the language would thus defeat its own purpose.’ (11.30-31). Why would this happen?
2. Explain the meanings of the following words and phrases as they are used in the passage; rules out (1.8); overtones (1.1 1); doomed from the start (1.16); guarantee (1.18); adequate return for his toil (1.20); current publication (1~23); stumbling-block (1.24); shaped by sue and not by design (11.32-33); rigidly defined (1.36); conveyed (1.38).
3. Rewrite this sentence. Then check your answer against they text: it cannot acquire any literature.  
Nor (1.27)
4. Make a summary of lines 14-43 *in not more than 115 words*.
5. Write a composition on one of the following:
  - a. Give a clear account of the main reasons why you are learning English.  
Write an answer to the above passage stating the case for the universal acceptance of an artificial language.

## Appendix 6

### The Note Taking Passage A Letter to the Jury Members

University of Baghdad  
College of Education/ Ibn Rushd  
Department of Educational and  
Psychological Sciences  
Higher Studies

*Dear Sir/ Madam*

The researcher intends to investigate the relationship between effective note-taking strategies and the achievement of EFL college students. The study aims at:

1. distinguishing efficient and inefficient NT strategies.
2. distinguishing efficient and inefficient NT Takers.
3. Finding out if there is any relationship between NT strategies and the achievement of EFL college students.

The researcher present a NT test. The aims behind this test are to find out:

1. if the students are truly taking notes about what they read and this will be discovered also by comparing their answers on the questionnaire with their answers on the NT test.
2. What strategies they follow in their note-taking, and.
3. Whether or not they comprehend the passage by identifying the main idea and relevant details written in their sheets.

I will be grateful if you kindly decide whether the attached reading passage is suitable for third year college students at the departments of English/ College of Education Ibn-Rushd and College of Education for Women, their language abilities, their age and culture and the time limit required for answering.

*With respect and gratitude.*

Yours  
Wardah Ali. M.  
M.A. Candidate

**Read the following passage carefully. Make clear Accurate notes in your own words:**

Sport has rapidly become an established part of the entertainment's industry and the smallest detail of sportsmen's private lives is exposed by the media to public scrutiny. Top professionals are often described as 'stars' and large business interests exploit their skills. Considerable profits are made out of selling sports gear which is a replica of that used by the professionals; newspapers sell more copies if their sports coverage is good, and substantial gains can be made out of the spectators' willingness to gamble on results. The increasing demand for new talented sportsmen serves to strengthen the popular image of professional sport as a highly glamorous occupation; the jealousy shown to players who succeed and the failure-rate of young entrants are ignored by the press. Even those who reach the heights maintain their supremacy for only a relatively short period and then desperately need help to establish themselves in a new career.

It is always attractive to do something interesting' and to do it as well as possible, but serious injury or an unaccountable loss of form quickly halts the progress of many a young sportsman. A handful of top professionals can afford a house in London, another in the country, and a third on the French Riviera, as well as a Rolls-Royce and a yacht in the Bahamas, but most professional players just manage to gain a bare living from their spot. Outdoor life can be delightful except when the prevalent weather conditions are fine, wind, snow, fog or ice. It is flattering to hear one's name chanted with acclaim by thousands on the terraces but crowds are fickle and soon forget, once time takes its toll of muscle and mind. Tommy Lawton, the football hero of the forties, spent his later years in poverty, forgotten by all but a small band of his closest friends.

Sportsmen at the height of their profession travel the world and visit exotic places. The English cricket team may spend its winters in Australian summers and the Wimbledon women champions may spend the year bathed in sunshine, but their own social lives are disturbed and leisure hours have to be sacrificed to hard, exhausting practice. All professional sportsmen must adhere to strict training schedules to maintain their physical fitness; their lives are devoted to keeping the body in peak condition by exhausting exercise combined with a strict regime of self-discipline and moderation in food and drink.

At an early age comes retirement. The financial rewards gained will probably not provide enough to live on for the rest of life and the early – retired sportsman has to seek a new career. He enters this fifteen years later than his contemporaries and often with not enough reputation in his sport to persuade an employer to pay him a high salary.

Perhaps, after all, it is better to remain a keen amateur.

(University of London, June 1981)

## Appendix 7

### The Answer Format of the NT Test

#### The Disadvantages of Sport as a Career

1. Sport is big business.
  - a. Sportsmen lives become public property.
  - b. Sportsmen are used commercially to line the pockets of big business magnates in industry, the media and gambling.
2. Sport is an insecure career.
  - a. Few reach the top and even those who do so can not feel secure, as sudden calamity would soon put a stop to their success.
  - b. It is the exception rather than the rule for sport men to enjoy a life of luxury: for most a meager living is more likely.
  - c. Turning out in all weathers, sport men soon realize that the enchantment was only a dream. Jealousy of successful sportsmen and a high failure-rate among hopeful ones add to the disenchantment, and the insecurity.
  - d. The supporters' loyalty is unreliable. Today's heroes will be forgotten tomorrow.
3. The price of success. Sports men have to surrender:
  - a. freedom
  - b. Social life
  - c. Creature comforts. And suffer.
  - d. Bodily discomfort.
  - e. Spartan training in weathers.
4. Early retirement.
  - a. success is short-Lived: early retirement is inevitable.
  - b. Job applications have to be made without relevant experience, or sometimes even a good name in the sport.
  - c. Gloomy prospects.



## Appendix 8

### The Answer Format for the First Achievement Test

1.
  - a. Grown ups, according to the writer, are unhappy in the modern novel because their distress. Seems to make them unimaginative and intolerant of the demands that their children make upon them.
  - b. Rousseau's attitude to children is that he looks at children as rather special creatures with problems and qualities of their own: not adults in miniature.
  - c. Rousseau's theories sometimes fail to work because the boys, allowed to run wild and learn from the teachings of nature, sometimes become so strong willed when they grow up that they have to be a horse-whipped or sent to the colonies, or to sea.
2. Robust: vigorous or healthy, mature  
Inflict misery: transmit great suffering  
Intolerant: not having or showing tolerance  
Shock-absorbers: intervening, mediators  
Accordingly: then, as a result of that  
Pathetic air: painful or pitiful atmosphere.  
Recognizable flesh blood: real (real life)  
Adults in miniature: creatures in small size  
Necessary preliminary: important demand or necessity.
3. It was Rousseau who reminded the modern world that children were rather special creatures.
4. Modern Fiction about children is characterized not by some features of ill treatment and brutality on the part of the parents, as in the Victorian era, but by a completely different picture, on the other hand, grow-ups in the modern novel are said to be tired and tense. Their distress seems to make them unimaginative and intolerant at the demands of their children. This is why they fail to bridge the gap between their children and the big, bad world they live in.

## Appendix 9

### The Answer Format for the Second Achievement Test

1.
  - a. this phrase refers to the difficulty that the fear of foreign influence and domination rules out the universal acceptance of any one at the existing major languages.
  - b. In addition to speaking the language people are also interested in reading it since the mastery, of a language makes available to the learner a great deal of worthwhile literature and many current publications.
  - c. This would happen because the constant use of a language over along Period would bring it into being many rational dialects.
2. Rules out: declares that something can not be considered  
Overtones: Implications.  
Doomed from the start : Condemned from the beginning .  
Adequate return for his toil: enough return of his effort  
Current publications: current books or newspapers (periodicals)  
Stumbling block: obstacle  
Shaped by design: use rather than form  
Rigidly defined : explicated in a rigid way  
Conveyed: transmitted.
3. Nor can it acquire any literature.
4. Efforts made to make artificial languages easy to learn seemed doomed from the start because there is no real incentive to learn an artificial language. In learning a language , people are interested not only in speaking that languages but also in writing it and in reading a bout it.  
This is the biggest obstacle of all for the artificially constricted language. An artificial language with no literature at its own can offer a limited number of translations, which are valueless in themselves. In addition, it can not acquire any literature because this requires many generation to become possible. Another problem is the fact that a language is shaped by use not by design. In an artificial language this is not the case since the meanings of words are rigidly defined. This by itself, hinders the formation of any significant literature.

## Appendix 10

**Raw and Modified Normative Scores of the Efficient Note-Takers on both the efficient and inefficient NT strategies presented in the question year.**

No.	Raw scores of the efficient NT strategies	Raw scores of the inefficient NT strategies	The sum	Modified Normative Scores
1	106	13	119	57.29
2	99	16	115	52.14
3	100	15	115	52.87
4	100	19	119	52.87
5	119	9	128	66.55
6	106	17	123	56.55
7	106	18	124	57.29
8	96	8	104	49.93
9	93	13	106	47.73
10	112	9	121	61.70
11	119	19	138	66.84
12	103	13	116	55.16
13	99	20	119	54.19
14	89	9	98	49.26
15	138	32	170	73.44
16	87	17	104	48.27
17	105	16	121	57.16
18	107	15	122	58.14
19	94	16	110	51.73
20	122	12	134	56.55
21	112	22	134	60.61
22	95	14	109	52.22
23	98	16	144	53.70
24	96	7	103	52.71
25	116	21	137	64.41
26	102	24	126	54.04
27	105	27	132	56.31
28	101	19	120	53.30
29	102	20	122	54.04
30	109	27	136	59.22
31	103	11	114	54.78
32	86	19	105	42.18
33	118	23	141	65.89
34	102	12	114	54.1
35	102	16	118	54.1
36	111	8	118	60.19
37	104	33	134	58.16
38	101	13	114	53.42
39	105	20	125	56.13
40	180	13	121	58.16
41	96	24	120	53.64
42	110	27	137	59.51

## Appendix 11

**Raw and Modified Normative Scores of the Inefficient Note-Takers on both the efficient and inefficient NT strategies presented in the question year.**

No.	Raw scores of The efficient NT strategies	Raw scores of the inefficient NT strategies	The sum	Modified Normative Scores
1	91	23	114	58.8
2	108	24	132	60.60
3	81	22	103	57.07
4	75	19	94	51.77
5	70	14	84	42.93
6	104	22	126	57.07
7	89	27	116	65.90
8	83	21	104	55.30
9	86	22	108	57.07
10	88	22	110	57.07
11	76	29	105	69.43
12	79	22	101	56.32
13	62	18	80	49.61
14	138	32	170	44.53
15	96	20	116	52.71
16	81	24	105	45.31
17	76	26	102	42.84
18	70	18	88	49.61
19	56	23	79	58.07
20	94	26	120	63.15
21	56	13	69	41.15
22	103	32	135	64.15
23	84	23	107	47.61
24	66	18	84	38.42
25	103	28	131	56.80
26	96	30	126	60.48
27	82	30	112	60.48
28	90	25	115	51.29
29	80	22	102	45.77
30	109	33	142	65.99
31	79	29	108	58.64
32	97	25	122	51.29
33	94	25	119	54.85
34	104	33	134	64.54
35	75	28	103	58.48
36	114	33	147	64.54
37	76	14	90	41.51
38	77	22	99	51.81
39	84	33	117	64.54
40	97	29	126	59.69
41	63	14	77	41.51

## Appendix 12

### The Efficient Note-Takers, their achievement on the RC and NT Tests

No.	Modified Normative Scores	RC Achievement Tests	NT Test
1	57.29	36	6
2	52.14	60	4
3	52.87	54	10
4	52.87	54	9
5	66.55	68	10
6	56.55	51	4
7	57.29	32	7
8	49.93	32	Zero
9	47.73	51	8
10	61.70	36	3
11	66.84	20	1
12	55.16	48	4
13	54.19	42	4
14	49.26	56	9
15	73.44	32	4
16	48.27	45	3
17	57.16	31	4
18	58.14	45	6
19	51.73	48	9
20	56.55	56	2
21	60.61	41	9
22	52.22	36	4
23	53.70	54	8
24	52.71	30	4
25	64.41	56	9
26	54.04	40	8
27	56.31	31	6
28	53.30	56	6
29	54.04	62	9
30	59.22	48	1
31	54.78	24	2
32	42.18	30	3
33	65.89	68	9
34	54.1	42	10
35	54.1	47	10
36	60.19	73	10
37	58.16	58	10
38	53.42	56	10
39	56.13	65	10
40	58.16	61	10
41	53.64	66	9
42	59.51	50	10

N=42

$$\sum x = 2365.66$$

$$\sum x^2 = 134678.319$$

$$\sum y = 1986$$

$$\sum y^2 = 100900$$

$$\sum xy = 11848.76$$

## Appendix 13

### The Inefficient Note-Takers, their achievement on the RC and NT Tests

No.	Modified Normative Scores	RC Achievement Tests	NT Test
1	58.8	46	2
2	60.60	60	12
3	57.07	41	4
4	51.77	36	5
5	42.93	40	8
6	57.07	50	6
7	65.90	67	16
8	55.30	29	6
9	57.07	38	3
10	57.07	50	4
11	69.43	52	6
12	56.32	52	9
13	49.61	49	9
14	44.53	47	4
15	52.71	41	6
16	45.31	64	6
17	42.84	47	7
18	49.61	47	7
19	58.07	43	4
20	63.15	62	5
21	41.15	22	7
22	64.15	69	9
23	47.61	52	9
24	38.42	38	3
25	56.80	71	9
26	60.48	48	6
27	60.48	34	2
28	51.29	50	3
29	45.77	62	9
30	65.99	64	9
31	58.64	76	9
32	51.29	36	2
33	54.85	72	10
34	64.54	73	10
35	58.48	11	6
36	64.54	50	9
37	41.51	69	10
38	51.81	33	13
39	64.54	15	4
40	59.69	60	10
41	41.51	69	10

N=41

$$\sum x = 2239.16$$

$$\sum x^2 = 124941.9382$$

$$\sum y = 2035$$

$$\sum y^2 = 110949$$

$$\sum xy = 111364.65$$

## Appendix 14

### Samples of students' Answers on the NT. Test.

-A-

1st Paragraph : Sport has become a good business. Good profits are made from selling sports gear and newspapers that have details of ~~the~~ ~~part~~ the sportmen's private lives. ~~But~~ ~~player~~ The best players are even called as 'stars'. The increasing need of new talented sportmen increases the idea that ~~the~~ ~~best~~ professional sport is a fantastic business.

Second Paragraph : Sometimes ~~there are~~ ~~obstacles~~ there are unexpected obstacles that ~~the~~ ~~sportmen~~ stand in the face of a sportman and prevent him from ~~successfully~~ ~~continuing~~ successfully continuing his career. The profits might be so good that enable the ~~the~~ sport stars to ~~live~~ ~~high~~ ~~life~~ live high ~~life~~ or they might be just enough to have a simple life. Fame does not last long and the star will be soon forgotten by the same crowd that appreciate him warmly. A lot of stars end their lives in absolute ~~loss~~ loss. The crowd and many others seem to be like fair-weather friends.

Third Paragraph : ~~The~~ Professionals devote their lives to sport and neglect their social lives. They spend most of their hours in hard exercises that will keep them ~~in~~ in a fit condition ~~and~~ and their bodies ~~in~~ ~~perfect~~ in perfect shapes, and so they are restricted by severe regime of food and drink.

Fourth Paragraph : Sportsmen retire at an early age and they would have probably gained nothing that will enable them to rest at home and thus they start ~~to~~ to look for a new career for themselves.

# Appendix 14

## Continued

1-

-B-

The importance of sports activities  
Sports is used as instrument of achievement of  
achievement in sports activities. The importance of sports activities is  
as a star, we always get some advantages from their  
sports. It will be well known to the public, especially to the large  
public, that the sportsman cannot get from his sports activities  
for instance, he can afford a horse in the most famous  
cities in the world. Although some players are depending  
of these activities to cover their living needs.  
Sports activities can give us a sense of pleasure  
to it's users, that is attractive to do something as well  
as possible especially when it is pleasant for you.  
Although  
inspite of all these advantages, but there are  
some elements that cover the sports activities. For instance  
most of the players as we previously said depend on  
their living on such activities - it is also advise some  
difficulties to them - is. The UN contable loss of  
the injury that the players can get from some sports  
also the jealousy between the players and living the  
early retirement in an early age and the recovery  
of his final achievement can not cover his living  
needs.

-C-

- I don't have any notes.



## **ACKNOWLEDGEMENTS**

I wish to express my deep and sincere gratitude to my supervisor Dr.Fatin Khairi for her help, patience, encouragement and advice throughout the preparation of this study.

Thankfulness and grateful indebtedness are due to Asst. Prof. Lamy'a Al- Ani and Dr. Dhuha Al- Qaraghooly for their readiness of help, support , and understanding.

Special gratitude is also addressed to the jury experts for establishing the validity of the instruments of this study.

Special thanks are also extended to Dr. Shaim'a AL-Bakri for her limitless help during the field work.

Deepest gratitude is due to Miss. Nawal Fadil , and Mrs. Sana Lazim at the College of Education for Women, and Dr. Ghalib Farhan at the College of Education / Ibn Rushd, for their kind cooperation that has facilitated the administration of the instruments of this study.

Many thanks are due as well to Dr. Safa' Tariq for computing the results statistically and for his valuable advice and suggestions with regard to the statistical procedures in this study.

Finally, my gratitude, love and acknowledgement are sincerely devoted to my family, especially my brothers Abbas and Fadil , for their patience, help, encouragement and everything they have done for me.

***Wardah***

## **ABSTRACT**

Effective note-taking while reading is an important academic activity that helps students to concentrate, stimulates their ability to recall, and directs them to be organized. While most students anticipate that they have to take notes at university , not many of them take the time to discover how to take effective notes.

The present study aims at:

1. distinguishing efficient and inefficient note-taking strategies.
2. distinguishing efficient and inefficient note-takers and,
3. finding out if there is any significant relationship between note –taking strategies and EFL college students’ achievement in reading comprehension.

To achieve the aims of the study, it is hypothesized that there is no statistically significant relationship between efficient and inefficient note-taking strategies, and college students’ achievement in reading comprehension.

The present study is limited to the third year undergraduate students enrolled in the Departments of English, College of Education Ibn-Rushd , and College of Education for Women, at the University of Baghdad for the academic year 2002/ 2003. It is limited to note-taking from written material.

To fulfil the aims of the study and test its hypothesis, a questionnaire is developed and administered to (83) students from the aforementioned colleges. The items of the questionnaire are drawn from students' responses to the open questionnaire in which they asked to describe their habits and strategies in note-taking while reading, relevant literature and previous studies. Also a note-taking passage, and two reading comprehension achievement tests introduced.

Using a number of suitable statistical tools, it is found out that there is a positive significant statistical relationship between efficient note-taking strategies and college students' achievement, and also a negative significant statistical relationship between inefficient note-taking strategies and college students' achievement.

Finally, a number of useful recommendations concerning the EFL learners, the instructors, and the material and textbook designers, and several suggestions for further studies are stated.

### *List of Abbreviations*

<b>ANOVA</b>	<b>Analysis of Variance</b>
<b>EFL</b>	<b>English as a Foreign Language.</b>
<b>ENT</b>	<b>Effective Note Taking</b>
<b>NT</b>	<b>Note Taking</b>
<b>RC</b>	<b>Reading Comprehension</b>
<b>TEFL</b>	<b>Teaching English as a Foreign Language</b>

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1. Answer the following questions in your own words as far as possible:
  - a. Why, according to the writer, are grown-ups in the modern novel unhappy?
  - b. What was Rousseau's attitude to children?
  - c. Why did Rousseau's theories sometimes fail to work?
  
2. Explain the meanings of the following words and phrases as they are used in the passage: robust (1.8); inflict misery (109); intolerant (1.14); shock-absorbers (1.15); accordingly (1.18); pathetic air (124); recognizable flesh and blood (11.25-26); adults in miniature (1.29); necessary preliminary (1.38).
  
3. Rewrite this sentence, then check your answer against the text:  
Rousseau, of course, reminded the modern world that children were rather special creatures.  
It was Rousseau., (11.27-28).
  
4. Deriving your information from the first paragraph (11.1-22) write a summary of the author's views of parents and children in modern fiction. *Do not use more than 90 words.*
  
5. Write a composition on one of the following:
  - a. Memories of childhood.
  - b. Spare the rod and spoil the child. What, in your opinion, is the best way to bring up children?

## Appendix (5).

### The Second Achievement Test.

There is no doubt that a common language used throughout the world do much to bring countries closer to each other. Thought is becoming increasingly easy to *more* from place to place, our inability to communicate with one another, gives rise

5 to numerous misunderstandings and makes real contact between people of differing nationalities impossible. Many attempts have been made to overcome this problem and they have all failed. The fear of foreign influence and domination rules out the universal acceptance of any one of the existing major languages.

10 Aware of this difficulty, many linguists have constructed artificial languages which could have no possible political overtones. They have argued that a language of this sort would perform much the same services as Latin did in the Middle ages.

Although linguists succeeded in making their artificial lan-

15 guages extremely simple so that they would be easy to learn, their efforts seemed doomed from the start. The reason for this is that there is no real incentive to learn an artificial language. There is nothing to guarantee that *everybody* is willing to make the effort; there is no assurance that the learner will have any

adequate return for his toil. When people today undertake to learn a foreign language, they are not interested only in speaking it. Mastery of a language makes available to the learner a great deal of worthwhile literature and many current publications. This is the biggest stumbling-block of all for the artificially-

25 constructed tongue. Having no literature of its own, all it can offer is a limited number of translations which are valueless in themselves. Nor can it acquire any literature; for it would have to be used for a great many generations before this could become possible. Moreover, constant use over a long period would bring

30 into being many 'national' dialects and the language would thus defeat its own purpose.

Another serious objection is the fact that a language is shaped by use and not by design. It is a living thing which is forever growing and changing. It takes hundreds of years before it can

35 acquire richness and depth. In an artificial language, however, the meanings of words are rigidly defined. Inflexibility makes for an absence of subtlety, so that no really fine meaning can be conveyed. Though this quality might be admirable for scientific publications, it greatly impedes the formation of any significant

40 literature. Latin was ideal in this respect, for it was a 'dead' language *with* a literature; an artificial one is 'dead' from the start. This makes it likely that existing language barriers will remain with us for a very long time.

1. Answer the following questions in your own words as far as possible.
  - a. 'Aware of this difficulty. (1.10). to what "difficulty" does this phrase refer?
  - b. When people today only in speaking it' (11.20-22). What else are they interested in?
  - c. '...the language would thus defeat its own purpose.' (11.30-31). Why would this happen?
  
2. Explain the meanings of the following words and phrases as they are used in the passage; rules out (1.8); overtones (1.11); doomed from the start (1.16); guarantee (1.18); adequate return for his toil (1.20); current publication (1~23); stumbling-block (1.24); shaped by use and not by design (11.32-33); rigidly defined (1.36); conveyed (1.38).
  
3. Rewrite this sentence. Then check your answer against the text: it cannot acquire any literature.  
Nor (1.27)
  
4. Make a summary of lines 14-43 *in not more than 115 words*.
  
5. Write a composition on one of the following:
  - a. Give a clear account of the main reasons why you are learning English.
  - b. Write an answer to the above passage stating the case for the universal acceptance of an artificial language.

**Read the following passage carefully. Make clear Accurate notes in your own words:**

Sport has rapidly become an established part of the entertainments industry and the smallest detail of sportsmen's private lives is exposed by the media to public scrutiny. Top professionals are often described as 'stars' and large business interests exploit their skills. Considerable profits are made out of selling sports gear which is a replica of that used by the professionals; newspapers sell more copies if their sports coverage is good, and substantial gains can be made out of the spectators' willingness to gamble on results. The increasing demand for new talented sportsmen serves to strengthen the popular image of professional sport as a highly glamorous occupation; the jealousy shown to players who succeed and the failure-rate of young entrants are ignored by the press. Even those who reach the heights maintain their supremacy for only a relatively short period and then desperately need help to establish themselves in a new career.

It is always attractive to do something interesting' and to do it as well as possible, but serious injury or an unaccountable loss of form quickly halts the progress of many a young sportsman. A handful of top professionals can afford a house in London, another in the country, and a third on the French Riviera, as well as a Rolls-Royce and a yacht in the Bahamas, but most professional players just manage to gain a bare living from their sport. Outdoor life can be delightful except when the prevalent weather conditions are rain, wind, snow, fog or ice. It is flattering to hear one's name chanted with acclaim by thousands on the terraces but crowds are fickle and soon forget, once time takes its toll of muscle and mind. Tommy Lawton, the football hero of the forties, spends his later years in poverty, forgotten by all but a small band of his closest friends.

Sportsmen at the height of their profession travel the world and visit exotic places. The English cricket team may spend its winters in Australian summers and the Wimbledon women champions may spend the year bathed in sunshine, but their own social lives are disrupted and leisure hours have to be sacrificed to hard, exhausting practice. All professional sportsmen must adhere to strict training schedules to maintain their physical fitness; their lives are devoted to keeping the body in peak condition by exhausting exercise combined with a strict regime of self-discipline and moderation in food and drink.

At an early age comes retirement. The financial rewards gained will probably not provide enough to live on for the rest of life and the early-retired sportsman has to seek a new career. He enters this fifteen years later than his contemporaries and often with not enough reputation in his sport to persuade an employer to pay him a high salary.

Perhaps, after all, it is better to remain a keen amateur.  
(University of London, June 1981)