

## The Effect of Note-Taking Strategy on EFL Learners' Listening Comprehension

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### Abstract

A strong emphasis has been constantly placed on improving EFL learners' speaking, writing, and reading skills while little attention is given to listening comprehension development. This study, therefore, aimed to investigate the effect of note-taking strategy on the listening comprehension of 25 EFL learners whose ages ranged from 14 to 17 years old. This study also aimed to investigate the participants' perceptions on the use of note-taking strategy to improve listening comprehension. The participants were at a beginner level of English language proficiency. This study targeted only female and native speakers of Arabic language. Moreover, a quantitative approach was used to collect the research data. The data collection tools were a pre-test, a post-test, and a questionnaire. The results revealed that note-taking strategy had a significant impact on EFL learners' listening comprehension. It was also found that the participants positively perceived the use of note-taking strategy to improve listening comprehension. The findings of this study contribute to a better understanding of the role of note-taking strategy in EFL listening and suggest implications for effective language teaching and learning.

**Keywords:** Note-Taking, Listening Comprehension, EFL Learners

### INTRODUCTION

Although the centrality of listening skill in foreign language learning is undeniable, listening comprehension has received only minimal attention from EFL teachers and learners. The skill of listening comprehension, or rather the lack of it, has been considered as a barrier that stands in the way of EFL learners' success in learning English. One way to ease this issue is to expose EFL learners to various strategies that might help them to improve their listening comprehension, of which note-taking is one. As Amini and Kheirzadeh (2016, p. 45) mentioned, "note-taking is a process that takes place at the same time with the listening process." Writing notes down while listening to the target language promotes listening comprehension; as it helps listeners to pay more attention to important points and less attention to trivial details. Nwokoreze (1990) claimed that "it is during the note-taking stage that students reach the highest level of comprehension" (p. 39). Goh (2000) argued that the common issue in second language listening is that listeners quickly forget what they have heard, which prevents comprehending most of

the information. Hence, it is believed that taking notes during listening is an effective strategy for improving EFL learners' listening comprehension as the taken notes allow students to retain the complex heard information with ease, such as unfamiliar names or terms in L2, main ideas, supporting details, and key vocabulary. Note-taking strategy has an important role not only in EFL classroom setting but also in students' academic life in general where English is used as an instructional language.

### **STATEMENT OF THE PROBLEM**

There are many problems faced by EFL learners; one of which is a poorly developed listening comprehension ability. Listening skill is considered the key language skill, considering the fact that, without which we could not produce language. In spite of that, it has been noticed that listening comprehension is neglected in most EFL classrooms. Therefore, it is one of the troublesome areas among the majority of EFL learners. It has been also claimed that when listening to a foreign language, learners can follow what is being said with some ease at first; however, after a short period of time, they find themselves in a difficult situation. According to Peverly et al. (2007), EFL learners, in general, suffer shorter short-term memory and experience a difficult time remembering the information heard.

### **PURPOSE OF THE STUDY**

The purpose of the current study was to investigate the effect of note-taking strategy on the listening comprehension of EFL learners. This study also aimed to investigate EFL learners' perceptions on using note-taking as a strategy to improve their listening comprehension.

### **RESEARCH QUESTIONS**

The current study sought to answer the following questions:

- What is the effect of note-taking strategy on EFL learners' listening comprehension?
- What are EFL learners' perceptions on using note-taking strategy for improving listening comprehension?

### **LITERATURE REVIEW**

This section includes the main key concepts and a review of previous studies related to the current study. It presents an overview of using note-taking strategy in improving EFL learners' listening comprehension.

#### **Definitions of Key Concepts**

**Listening comprehension.** According to Brown and Yule (1983), listening comprehension is one's ability to understand what is being said. Rost (2002) stated that listening comprehension is an active process that involves hearing the oral input, take it in, and understand it through sound discrimination, prior knowledge of vocabulary, grammatical structures, stress and intonation, as well as other linguistic and nonlinguistic clues in contextual utterance.

**Note-taking.** As stated by Dunkel (1988), note-taking is the process of writing down pieces of information in abbreviated verbal, graphic, or numerical form. Boran and Yi (2012) argued that note-taking is a complex activity that combines the following skills: listening, cognitive processing, recording the content heard in a written form, and reviewing the noted information.

### **Previous Studies in the Literature**

Several studies have been conducted to shed light on the use of note-taking strategy to improve listening comprehension. Zohrabi and Esfandyari (2014) conducted a study in Iran to investigate the effect of note-taking strategy on listening comprehension. The study involved 30 Iranian male EFL learners at the intermediate level of English language proficiency. The participants were Farsi-speaking students at Tandise Danesh Language Institute in Tabriz City. The age of the participants ranged from 15 to 21. In order to achieve the purpose of the study, which was quantitative in nature, the participants were classified into two groups; a control group and an experimental group, each of which included 15 students. A pre-test and post-test of listening comprehension were used as data collection instruments in the study. A pre-test of listening, which consisted of fill-in-the-gap items, multiple-choice items, and true/false questions, was given to the students in both groups at the beginning of the study in order to ensure the homogeneity of the participants. The results showed that the participants' scores in the pre-test were pretty close to each other. Following that, the participants in the experimental group were taught how to take notes during listening, whereas the participants in the control group received no treatment whatsoever. A post-test, then, was administered to test the effectiveness of note-taking strategy on the participants' listening comprehension. The post-test consisted of 24 questions in different forms. The participants were asked to listen to a CD and answer the questions that were written in the paper. During the test, the participants in the control group were told to not take any kind of notes, whereas the participants in the experimental group were allowed to take notes. The results of the post-test showed that the participants in the experimental group outperformed their peers in the control group. It can be concluded that note-taking strategy was effective in improving the listening comprehension of the participants of the study.

Hayati and Jalilifar (2009) carried out a study in Iran to probe the relationship between note-taking strategy and students' listening comprehension ability. The study was a quantitative study that involved both female and male native speakers of Farsi. The participants' ages ranged between 20 and 24. The participants were undergraduate students, majoring in English Translation at Shahid Chamran University of Ahvaz. The instruments used in the study were the TOEFL test, the Cornell Method pamphlet, an achievement test, and a post-test. Firstly, a proficiency TOFEL test was administered to select only the intermediate level students. Sixty intermediate EFL learners were chosen to be part of the study. The participants, then, were divided into three groups; the uninstructed note-takers group (they were told to take notes in their own ways), the Cornell note-takers group (they were taught the Cornell note-taking system), and the non-note-takers group (they were not allowed to take notes). The Cornell note-takers group were taught the Cornell note-taking system through a pamphlet and tape

recordings in which instructions on how to take notes were provided. Cornell note-taking system focuses mainly on the use of abbreviations and symbols to take notes. After one week, an achievement test was only given to the Cornell note-takers group to assess their knowledge about the Cornell system. After being assured that they had a good command of the Cornell method, a post-test was given to the all three groups. All participants were asked to listen to a tape twice while taking notes, except for the non-note-takers group, they were only asked to listen. Then, the participants were asked to answer the written questions. According to the results, the note-takers participants, who received no instructions on how to take notes, scored higher than those who were not allowed to take notes by 2.07 points. However, the participants in the Cornell note-takers group outperformed both groups. The results of the study indicated that the trained note-takers performed better than the untrained note-takers while the non-note-takers showed lower scores than both groups.

Another study was conducted in Iran by Ahour and Bargool (2015) to find out if there was a significant difference between the effect of two different listening strategies for improving the listening comprehension ability of advanced EFL learners, namely "While Listening Note-taking" and "Post Listening Summary Writing." A total number of 60 female and male students, studying English as a foreign language in a language institute of Tabriz, participated in the study. The ages of the participants ranged from 18 to 25. The participants of the study were in two different classes. In one class, the note-taking while listening strategy was used as a treatment, whereas in the other class, the post listening summary writing strategy was used. At the beginning of the study, a multiple-choice listening comprehension test with 15 multiple choice questions was used as the pre-test to ensure that the participants in both classes were homogeneous in terms of their listening comprehension ability. After being ensured of their homogeneity, the treatment process started. In one class, the note-taking strategy was taught and practiced for about 20 minutes through 20 sessions. On the other hand, the participants in the other class learned and practiced the post listening summary writing strategy during 20 sessions, about 20 minutes each session. At the end of the study, a multiple-choice listening comprehension test from the TOEFL iBT book was utilized as the post-test for both classes. The test measured the effectiveness of the two listening strategies; the note taking while listening strategy and the post listening summary writing strategy. Based on the results of the study, the post-test mean scores of both groups were higher than their pre-test which indicates that both of the two listening strategies improved the participants' listening comprehension, and no significant difference was detected between them. However, the mean score of the note-taking group was slightly higher than the summary writing group.

Tasi and Wu (2010) carried out a study to investigate the effect of note-taking instruction and the effect of the language used to take notes. A total number of 108 students (80 male and 28 female) participated in the study. The study targeted native speakers of Chinese who were at intermediate and lower advanced levels of language proficiency. The participants of the study were English major freshman students in a higher education institute in Taiwan. The participants were in two different listening classes. One class was

assigned to be the experimental group while the other class was assigned to be the control group. A 15-minutes session was provided to the experimental group on a weekly basis, 14 weeks in total. In these sessions, the participants in the experimental group were taught a number of listening comprehension techniques, one of which is the Cornell method. The control group, on the contrary, did not receive any note-taking training. Since the study also aimed to investigate the effect of the language used to take notes, the participants in the experimental group were equally divided, half of them were asked to take notes in English while the other half were asked to write notes in their mother tongue (Chinese). At the end of the study, an objective test was given to the participants in both groups. In the test, the participants in both classes listened to a listening passage. The test consisted of 50 varied listening comprehension questions. In the experimental group class, the students in even-numbered seats took notes in English and those in odd-numbered seats took notes in Chinese. The results of the study revealed that the participants in the experimental class gained higher scores in the test than those who were in the control class. The study also showed that the language of note-taking had a significant effect on the participants' listening comprehension, as the students who took notes in English performed even better than those who took their notes in Chinese.

A more recent study was conducted in Korea by Kim (2019) to explore the effect of note-taking training on the listening comprehension of Korean students. The participants of the study were 13 male and 48 female students from different universities. Most of the participants were freshman students aged 18 to 26 years old. The mother tongue of the participants was Korean, and their language proficiency was intermediate to upper-intermediate. The participants were randomly divided into two groups; an experimental group and a control group. The study was a quantitative study that used three listening tests to achieve the purpose of the study. The first test was a listening test that was administered at the beginning of the study to serve as the pre-test. The results of the pre-test revealed that the participants were homogeneous in terms of their listening comprehension ability. After that, test I was given to the participants in both groups. A 5-minute lecture recording was played for both groups. The lecture recording was accompanied by listening comprehension questions. In the test, both groups were allowed to take notes, but neither of them was trained to do so. The results of test I showed that both groups scored similar results. After test I administration, the experimental group started to receive note-taking training. They were trained through three sessions where PowerPoint slides and handouts were used to convey the information about note-taking to the participants. Following that, test II was administered. In the test, the participants in the experimental group were already trained on how to take notes during listening tasks and told to do so, whereas the participants in the control group were neither trained nor reminded to take notes. The results of test II showed that the experimental group gained significantly higher scores than the control group.

The previous studies differ from the current study in several aspects. To begin with, the previous studies were held in Iran, Taiwan, and Korea. Unlike the current study that took place in Yanbu, Saudi Arabia. In addition, the participants in the previous studies were

native speakers of Farsi, Chinese, and Korean while the participants of current study were Arabic-speaking students. It can be also noticed that the participants of the study that was conducted by Zohrabi and Esfandyari (2014) were only male students, whereas both male and female students took part in the other previous studies. The current study, in contrast, involved only female students. Furthermore, the participants of this study were high school students whose ages ranged from 14 to 17 while the previous studies targeted different age groups and educational levels. Moreover, the current study and the previous studies are different from each other in terms of the target language proficiency level of the participants. That is to say, previous studies targeted the intermediate and advanced level students. The current study, however, targeted beginner EFL learners.

The previous studies share the same research purpose as of the current study, which was investigating the effect of the note-taking strategy as a tool to improve EFL learners' listening comprehension. The study that was carried out by Ahour & Bargool (2015), on the other hand, examined the effect of two different listening strategies on EFL learners' listening comprehension, one of which is note-taking strategy, whereas the current study was only concerned with the note-taking strategy. The previous studies and the current study share the research type as well, which was a quantitative research type.

## **METHODOLOGY**

This section sheds light on the research process in detail. It consists of the research type, research tools, data collection procedure, as well as a description of the participants of the study.

### **Type of the Research**

The current study was a quantitative study in which data were collected through a pre-test, post-test, and a questionnaire.

### **Research Tools**

The following tools were used in the current study:

**Pre/Post-tests.** The pre-test consisted of four multiple-choice items and six true/false questions. The aim of this test was to measure the participants' performance in listening comprehension before applying the treatment, which was the note-taking strategy (See Appendix A). After the treatment process has been completed, another test was administered to the participants to serve as the post-test. The post-test included four multiple-choice items and six true/false questions. The purpose of this test was to test the effect of note-taking strategy on the listening comprehension of the participants (See Appendix B).

**Questionnaire.** The questionnaire contained two sections. The first section of the questionnaire was concerned with measuring the participants' understanding of the note-taking process itself and whether they have done it correctly or not. It consisted of five close-ended statements, where the participants were asked to select either a "yes" or "no" response to each statement. The other section, on the other hand, was based on a Likert-Scale that included five close-ended statements. Each statement had four options

that ranged from “strongly agree” to “strongly disagree” to determine to what extent was taking notes beneficial to the participants in terms of their listening comprehension (See Appendix C).

### **Participants**

A total number of 25 EFL learners were the participants of this study. The participants were female high school students at The Third Secondary School, which is located in Yanbu Industrial City, Saudi Arabia. The ages of the participants ranged from 14 to 17 years old. All of the participants were native speakers of Arabic. In addition, the participants were at a beginner level of language proficiency.

### **Data Collection Procedure**

The following steps were followed during the research process. At the beginning of the study, a listening comprehension test was given to the participants to serve as the pre-test. The participants were asked to listen to a 2-minutes listening track twice, and answer a set of listening comprehension questions relying only on their memory. The second step was to conduct a 15-minutes introductory training session in which note-taking strategy was introduced to the participants, and they were instructed on how to take notes effectively while listening. Following that, the implementation of the strategy took place through three note-taking training sessions, 15 minutes for each session. In the training sessions, the participants practiced the note-taking strategy on small listening tasks and they were given feedback on their note-taking skills. After that, a post-test of listening comprehension was administered to the participants. In the post-test, the participants were asked to listen to another 2-minutes listening track twice, and while listening write down notes of the main points, important details, and names for later use. This listening passage was accompanied by a number of listening comprehension questions. After that, the results of the pre-test and the post-test were compared to find out if applying note-taking strategy had an impact on the students' listening comprehension. At the end of the study, a questionnaire was distributed among the participants of the study with the aim of investigating the participants' perceptions on using note-taking strategy to improve their listening comprehension. The participants were asked to fill it out while being honest and accurate. Last of all, the data of the research were collected and analysed quantitatively.

## **RESULTS AND DISCUSSION**

This section presents the results of the pre-test and the post-test that were administered in this study. It also presents the results of the questionnaire that was given to the participants at the end of the study.

### **Pre/Post-test**

In order to answer the first research question, which was “What is the effect of note-taking strategy on EFL learners' listening comprehension?” two tools were used. The first tool used in this study was a pre-test that consisted of four multiple-choice items and six true/false questions. The pre-test was given to the participants at the beginning of the study to measure the listening comprehension level of the participants before the

implementation of note-taking strategy (See Appendix A). After the participants were trained through multiple sessions, a post-test of listening comprehension was administered to the them. Just like the pre-test, the post-test included four multiple-choice items and six true/false questions. The purpose of this test was to test the effect of note-taking strategy on the listening comprehension of the participants (See Appendix B). The results of the two tests were compared and are presented in Table 1.

**Table 1.** The mean, maximum and minimum scores on the pre-test and the post-test

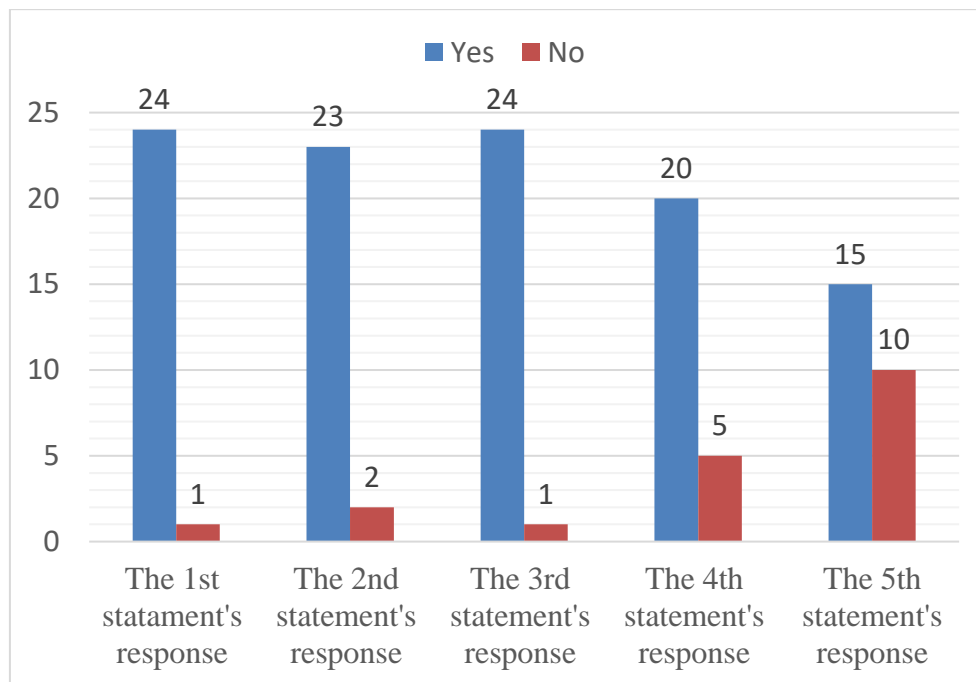
	Pre-test	Post-test
Number of students	25	25
Mean (10 points possible)	5.88	8.02
Maximum	8	10
Minimum	2	3

As it can be seen in Table 1, the participants in the post-test performed significantly better than the pre-test. The mean score of the pre-test increased by 2.14 points in the post-test after applying note-taking strategy, which leads to the conclusion that note-taking strategy positively affected the listening comprehension of the participants of this study. In other words, the scores of the participants in the post-test increased after they were taught and asked to take notes during listening tasks in the training sessions.

### Questionnaire

The researcher designed a questionnaire to answer the second research question, which was "What are EFL learners' perceptions on using note-taking strategy for improving listening comprehension?" The questionnaire consisted of two sections. The first section was concerned with the participants' note-taking behaviors. It measured the participants' understanding of the note-taking process itself and whether they have done it correctly or not (See Appendix C). The first section of the questionnaire included five close-ended statements with a yes/no response for each statement. Figure 1 shows the response frequencies of the first section of the questionnaire.





**Figure 1.** Response frequencies for questionnaire items.

As shown in Figure 1, the participants had good note-taking behaviors in general. According to the participants' responses, they seemed to be good note-takers, and that they followed the instructions that were given to them by the researcher through the training sessions. It can be seen in Figure 1 in response to the first and third statements that 96% of the participants confirmed that they took notes of the important points during listening, and they used abbreviations and symbols when taking notes. Moreover, 92% of the participants responded with a "yes" to the second statement, which shows that the majority of the participants wrote phrases and not complete sentences when taking notes. The fourth statement was "When taking notes, I use diagrams or drawings that would help me remember the heard information" to which 80% of the participants responded with a "yes." In response to the fifth statement, which was "During listening, I try to use clear handwriting that I can be able to read afterward", ten of the participants (40%) chose "no" as a response to the statement while fifteen of them (60%) responded with "yes."

The second section of the questionnaire was based on a Likert Scale that included five close-ended statements. Each statement had four options that ranged from "strongly agree" to "strongly disagree." In the Likert Scale, 4 points were assigned to "strongly agree," 3 points for "agree," 2 points for "disagree," and 1 point for "strongly disagree." This section of the questionnaire aimed to investigate the participants' perceptions on using note-taking strategy for improving listening comprehension (See Appendix C). Table 2 shows the response frequencies and the mean of the second section of the questionnaire.

**Table 2.** Response frequencies and mean for questionnaire items.

Statement	Strongly agree	Agree	Disagree	Strongly disagree	Mean response
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I felt that answering the listening comprehension questions was much easier when I had my notes written.	15	8	2	0	3.52
Taking notes keeps me more focused on important details and less focused on trivial details.	6	11	6	2	2.84
I can recall the content of the listening passage easily by reviewing my notes.	16	8	1	0	3.6
Taking notes helps me catch names, numbers, and unfamiliar vocabulary that would be hard to remember without my notes.	14	10	1	0	3.52
Note-taking strategy has made me more confident when I answer the listening comprehension questions.	17	5	3	0	3.56

As shown in Table 2, the participants of this study seemed to have an overall positive view towards the use of note-taking strategy during listening. As it can be seen in the above table, 60% of the participants strongly agreed that they felt answering the listening comprehension questions was much easier when they had their notes written. In addition, 32% of the participants chose "agree" as a response to this statement while only 8% of them chose "disagree." However, the second statement was not positively received by the participants as much as it was with the first statement; as only 24% of the participants strongly agreed with the second statement. On the other hand, 44% of the participants chose "agree" as a response to the second statement, and 32% of them chose "disagree" and "strongly disagree." Furthermore, according to the participants' responses to the third statement, almost all of the participants "strongly agreed" and "agreed" that they can recall the content of the listening passage easily by reviewing their notes. Additionally, in response to the fourth statement, which was "Taking notes helps me catch names, numbers, and unfamiliar vocabulary that would be hard to remember without my notes," more than half of the participants chose "strongly agree" and the rest of them chose "agree." Moreover, it is quite remarkable that 88% of the participants "strongly agreed" and "agreed" that note-taking strategy has made them more confident when answering the listening comprehension questions, whereas only 12% of them disagreed with this statement.

The findings of this study are in accordance with the findings reported by Tasi and Wu (2010), Zohrabi and Esfandyari (2014), Ahour and Bargool (2015), and Kim (2019). As the current study and the previous studies all agreed that taking notes during listening is an effective strategy for improving listening comprehension. The current study also showed that the participants performed significantly better in the post-test after training them, and that is backed up by Hayati and Jalilifar's (2009) study where the trained note-takers scored higher than the untrained note-takers in a listening comprehension test.

## CONCLUSION

Note-taking is not only a widely accepted strategy in general academic settings, but it is also believed to be an effective tool in improving EFL learners' listening comprehension. This study was set out to investigate the effect of note-taking strategy on the listening comprehension of EFL learners as well as EFL learners' perceptions towards the use of this strategy. Referring to the findings of this study, the researcher draws a conclusion that the implementation of note-taking strategy during listening had a significant impact on the listening comprehension of the participants of this study. As a matter of fact, the results of this study suggest that using note-taking strategy during listening was not only useful in helping EFL learners recall what they listened to, but was also positively perceived by the participants of this study.

## LIMITATIONS OF THE STUDY

This study was limited in the number of the participants. Although the researcher is encouraged by the results of this study, it is believed that the results will become even more convincing only after they are tested on a larger sample of people. Another factor that might impede the generalizability of the results to other contexts is that the participants of this study were at a very beginner level of English language proficiency, and the listening tracks that were used in this study were appropriate to the language proficiency level of the participants. Moreover, the results of the current study cannot be generalized because dividing the participants into trained note-takers and untrained note-takers was not possible in this study, the researcher, therefore, believes that the results would be more reliable if further studies compare between trained and untrained note-takers.

## RECOMMENDATIONS

Based on the findings of the current study, a number of recommendations are suggested. To begin with, EFL teachers are recommended to encourage their students to use note-taking strategy during the listening tasks. The researcher also recommends EFL learners to use note-taking strategy in EFL listening tasks or in general academic settings where English is used as an instructional language. Moreover, it is recommended for further studies to be conducted on varied note-taking strategies. Further studies may be also conducted to investigate EFL learners' perceptions on using note-taking by adding a qualitative part to the studies.

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## APPENDICES

### Appendix A – Pre-test

Student's name:

Score:

**Directions:** Listen to the listening passage carefully, then answer the following questions (for each question, there is only one correct answer):

Question 1: Choose the correct option in each of the following questions (4 marks).

1. Kathy works at a:
  - Hospital
  - Company
  - Mall
2. What is Katharine's job?
  - Nurse
  - Receptionist
  - Computer technician
3. What time does Katharine start work?
  - 8.00

- 8.30
- 9.00

4. What time does Katharine get home?

- 5.00
- 5.30
- 6.30

Question 2: Decide whether the following statements are true or false (6 marks).

1. Katharine gets to work by bike.

- True
- False

2. Katharine thinks her job is boring.

- True
- False

3. Katharine goes with her colleagues after work.

- True
- False

4. Katharine's office is small.

- True
- False

5. There are two people use Katharine's office.

- True
- False

6. Many people at the hospital cycle to work because parking a car is difficult there.

- True
- False

Test Listening Tracks. (2020, November 11). *Kathy's job*. [Video]. YouTube. [https://www.youtube.com/watch?v=U\\_B\\_J8D40dE](https://www.youtube.com/watch?v=U_B_J8D40dE)

**Appendix B – Post-test**

Student's name:

Score:

**Directions:** Listen to the listening passage carefully, and make sure to take notes of the important details. Then, answer the following questions (for each question, there is only one correct answer):

Question 1: Choose the correct option (4 marks):

1. The listening passage was about:

- Money
- Family
- Job

2. Richard is James's:

- Brother
- Cousin
- Dad

3. James's brother is:

- 21 years old
- 20 years old
- 10 years old

4. James's brother is clever but a little:

- Lazy
- Sad
- Poor

Question 2: Decide whether the following statements are true or false (6 marks).

1. James has one brother and one half-sister.

- True
- False

2. James's brother is younger than James.

- True
- False

3. James's brother did not go to university because he did not have good grades.

- True
- False

4. James and his cousin George are at the same age.

- True
- False

5. James does not live with his dad.

- True
- False

6. James and George do not talk about their problems together.

- True
- False

Test Listening Tracks. (2020, November 11). *My family* [Video]. YouTube.  
<https://www.youtube.com/watch?v=BXxhprjQYt4>

### Appendix C – Questionnaire

Dear students,

I greatly appreciate your participation in this research study and your willingness to share your experience. Kindly answer the following questions:

عزيزاتي الطالبات، أقدر بشدة مشاركتكن في هذه الدراسة البحثية ورغبتكن في نشر تجربتكن. لطفاً أجيبي على الأسئلة التالية:

**Section one:** Please read the following statements carefully, if the statement applies to you, choose (Yes), if the statement does not apply to you, then choose (No).

الجزء الأول: أرجو منكن قراءة العبارات التالية بتمعن، إذا كانت تنطبق عليك العبارة، فاختاري (نعم)، إذا لم تنطبق عليك العبارة، اختاري (لا).

Statements	Response (إجابة)	العبارات
1. During listening, I focus on the main points and write them down.	<input type="checkbox"/> Yes (نعم) <input type="checkbox"/> No (لا)	١. اثناء الاستماع، أركز على النقاط المهمة واقوم بتدوينها.
2. When I want to write down an idea while listening, I write phrases and not full sentences.	<input type="checkbox"/> Yes (نعم) <input type="checkbox"/> No (لا)	٢. عندما ارغب بتدوين فكرة ما اثناء الاستماع، أكتب عبارات قصيرة وليس جمل كاملة.
3. When I take notes during listening, I write abbreviations or symbols instead of complete words.	<input type="checkbox"/> Yes (نعم) <input type="checkbox"/> No (لا)	٣. عندما ادون ملاحظات اثناء الاستماع، أكتب اختصارات او رموز بدلاً من كتابة كلمات كاملة.
4. When taking notes, I use diagrams or drawings that would help me remember the heard information.	<input type="checkbox"/> Yes (نعم) <input type="checkbox"/> No (لا)	٤. عند تدوين الملاحظات، استخدم مخططات او رسومات من الممكن ان تساعدني بتذكر المعلومات التي سمعتها.
5. During listening, I try to use clear handwriting that I can be able to read afterward.	<input type="checkbox"/> Yes (نعم) <input type="checkbox"/> No (لا)	٥. اثناء الاستماع، حاول ان اكتب بخط واضح حتى اتمكن من قراءته فيما بعد.

**Section two:** Please read the following statements carefully, and then, based on your own experience, rate each statement by one of the following: strongly agree, agree, disagree, and strongly disagree.



الجزء الثاني: أرجو قراءة العبارات التالية بتمعن، ومن ثم، بناءً على تجربتك، قومي بتقييم كل من العبارات التالية بوحدة مما يلي:

- أوافق بشدة (SA) - أوافق (A) - لا أوافق (D) - لا أوافق بشدة (SD)

Statements	SA	A	D	SD	العبارات
1. I felt that answering the listening comprehension questions was much easier when I had my notes written.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	١. شعرت بأن الاجابة على الأسئلة المتعلقة بنص الاستماع أكثر سهولة عندما كانت لدي ملاحظاتي.
2. Taking notes keeps me more focused on important details and less focused on trivial details.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٢. تدوين الملاحظات يجعلني أكثر تركيزًا على التفاصيل المهمة وأقل تركيزًا على التفاصيل الثانوية.
3. I can recall the content of the listening passage easily by reviewing my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٣. يمكنني تذكر محتوى نص الاستماع بسهولة من خلال مراجعة ملاحظاتي.
4. Taking notes helps me catch names, numbers, and unfamiliar vocabulary that would be hard to remember without my notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٤. يساعدني تدوين الملاحظات على التعرف على الأسماء والارقام والمفردات الغير مألوفة التي يصعب على تذكرها بدون ملاحظاتي.
5. Note-taking strategy has made me more confident when I answer the listening comprehension questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	٥. جعلتني استراتيجية تدوين الملاحظات واثقا بشكل أكبر اثناء اجابة اسئلة متعلقة بنص بالاستماع.