

PEOPLE' S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

University 08 May 1945 -Guelma-

جامعة 8 ماي 1945 -قائمة-

Faculty of letters and Languages

كلية الآداب و اللغات

Department of Letters and English Language

قسم الآداب و اللغة الانجليزية



Option: Linguistics

**Investigating the Effect of Overusing Audiovisual Aids on EFL Learners' Effective Note**

**Taking:**

**The Case of Master Students at the Department of Letters and English language, University of 8**

**Mai 1945 / Guelma**

A Dissertation Submitted to the Department of Letters and English Language in Partial  
Fulfilment of the Requirements of Master's Degree in Anglophonic Language and Culture.

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**September 2020**

## **Dedication**

In the name of Allah the Merciful

This work is dedicated

to these people:

My dearest mother “Chems Douha”

my father “Mohamed”

my grand father

my brothers Amine, Raouf and Ilyes

my prince charming « Amine »

To all my relatives

my cousins Zahra, Imen, Sara, Bouchra, Houda, Amira, chaima, Rawya

my dear nephew “Salah abd al-rahim”

Miss Asma zemiti

Miss Henainia Hosna

all my teacher

all my friends

Very special thanks goes to dearest friend ROUFAIDA for her contribution in this work

To my partner for sharing 12 years studying together

To all who truly love me and wished me this success.

**Rania**

## **Dedication**

This dissertation is dedicated to the memory of my beloved father

(May Allah grant him with mercy)

I wish that he could still be alive today to share with me the celebration and the success of my graduation.

To my dearest mother “souhila”

To my unique brother “aymen”

To my grand Mother and my grand father

To my aunts “Darin and saida.”

To my uncles “Hichem and kamal”

To my best teacher asma zemiti

To all my friends

To my beloved friend Roufaida who help me to end this work

To my partner for sharing 12 years studying together

Special thanks goes to my mother in law and my father in law

Saliha and hasan

To my soulmate “Anis “

To my daughter

“Jana”

**Rayen**

## **Acknowledgments**

We would like thank Allah, the Almighty for providing us with patience and will to study and reach this level and finish our dissertation; all great praise for Him.

This dissertation could not have been completed without the help of our teacher and supervisor Mrs. HENEINIA Hosna to whom we would express our sincere thanks. We are grateful for her encouragement, kindness, patience and insightful advice throughout the completion of this work. We could not imagine having a better supervisor for our Master's study. We owe her sincere gratitude for her inspiration and invaluable contribution to the research whether by her time, her advice, or the documents she provided.

Besides our supervisor, we would like to thank the members of the examining committee: Mr. Chettibi Mohammed Walid and Ms. Benkamouche Naziha for accepting to read and evaluate our research. Many thanks also go to all our teachers for their help and their precious support.

At the end

I would like to thank all the teachers from the Department of English at Guelma University, especially: Mrs. Asma zemiti for her encouragement and support.

We are very grateful for all English Master Students at Guelma University for their help and collaboration in answering the questionnaire.

## **ABSTRACT**

The purpose of the current study is to investigate the impact of the overuse of audiovisual aids on EFL learner's effective note-taking. It aims to raise teachers and learners' awareness about the excessive usage of audiovisual tools that affects learners' note-taking in a negative way. Thus, the study hypothesizes that if teachers and learners overuse audiovisual aids in EFL classes, students' note taking would not to be effective. The research opts for the quantitative descriptive analytic method in order to verify the former hypothesis. Consequently, one data collection tool, a questionnaire was used. The questionnaire was administered for both First and Second Year Master students from department of English, University of 8 Mai 1945 - Guelma. It encompasses 107 students who were chosen randomly from 220 students. The derived results reveal that teachers and students are frequently relying on the use of audiovisual devices in the classroom which lead to unsatisfactory note-taking in terms of quantity and quality. Eventually, the study recommends that students should be highly aware of the right implementation of technological tools in the classroom and they should be conscious about the importance of taking effective notes in classes. In addition, teachers should be trained on how to incorporate these elements effectively in the classroom.

**Keywords:** Audio-visual aids, EFL learners, Note-taking.

## **LIST OF ABBREVIATIONS**

**AV:** audio visual

**EFL:** English as a Foreign Language

**ICT:** Information Communication Technology

**PPT:** Power point

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ملخص

## **General Introduction**

Today, more than ever, Technology is increasingly vitally significant in every part of life and most importantly in the educational sector. The more technology progresses, the more benefits it will bring to the pedagogical field. Language teaching recognizes many new innovations in materials and tools. Foreign language teachers have the opportunity to use a wide range of effective and new ways to create a better teaching and learning environment that is propped by Audio Visual Aids (AV). Nowadays, teachers are using different audiovisual aids in the classroom, they help them to improve their teaching performance and motivate learners as well. Along with books and articles, they implement videos, audio clips, power point slides, pictures and so on.

Sometimes there is an inappropriate use of audiovisual aids when the teacher is blindly relying on technological tools in delivering his/her lessons; this may affect their students' note taking. Taking notes is necessary and recommended skill during class. Even if the learner can record the lecture or even if the professor provides handouts, because taking notes is in itself an extremely valuable form of learning. It help students to review and study content at a later time, and develop their active listening, which is a critical skill for the workplace and beyond. Therefore taking effective notes is not only one of the challenging skills; it also plays an important role in the process of learning foreign a language.

### **1. Statement of the Research Problem**

Note taking plays a crucial role in the process of learning foreign languages. Since it increases learners' attention in the classroom and it helps learners to maintain and record information needed for exams and tests. However, most EFL students face many challenges while they are taking notes. In LMD, in the Department of English at Guelma University, Master degree in particular, students' centeredness is at its highest level. They tend to take

their own responsibilities in learning sometime. Moreover teachers give students the charge of lesson making which generally takes the form of presentations (PPT, video...etc.).Plus, teachers frequently rely on audiovisual aids while presenting their lessons. When the lessons are based only on audiovisual aids it may shift from productive to overwhelming.

The over use of audiovisual aids in delivering a lesson influences also learners note taking. It makes students lazy to take effective notes or even ignore to take them at all because generally a watcher is a passive taker of information. Audiovisual tools sometimes can lead learners to start daydreaming and drawing in papers...etc. As a result, learners lose their attention. Therefore, learners face difficulties when they want to revise for test or exams, they make a double effort and consume time in order to pick up necessary information and to collect the needed knowledge from the videos and the slides they saw inside the classroom.

## **2. Aims of the Study**

Note taking skills are very crucial, especially for EFL learners. Thus the main concern of the present study is to investigate the effect of using audiovisual aids on EFL learners' effective note taking inside the classroom. This research aims to divert teachers and learners' awareness about the excessive usage of audiovisual aids that may affect learners in negative ways. Also it seeks to raise learners' awareness about the importance of note taking.

## **3. Research Questions**

The objectives of the investigation are guided by the following questions:

1. What are EFL learners' perceptions and views about the intensive use of audiovisual aids in classrooms?
2. What are EFL learners' perception and views towards note taking?

3. Does the over use of audiovisual media impact the effectiveness of EFL learners note taking?

4. What are the techniques and practices applied by EFL teachers in order to assure an effective note taking while using audiovisual tools?

#### **4. Research Hypothesis**

This study aims at investigating the effect of using audiovisual aids on EFL learners' effective note taking. It hypothesizes that:

If teachers and learners over use the audiovisual aids in the EFL classroom, the students' note-taking would not be effective.

#### **5. Research Methodology and Design**

##### **5.1. Research Method**

This research relies on a descriptive-analytic method. It focuses on a quantitative means that comprises one data gathering tool. The questionnaire is assumed to be the most suitable technique to help answering the research questions and fulfilling the study's aims.

##### **5.2 Population of the Study**

The population of the current study relies on random sampling. It consists of Master Students at the Department of English, Faculty of Letters and Languages, University of 08 Mai 1945 Guelma-Algeria. The reason behind choosing Master students as a population of the research is that they are asked most of the time to deliver presentations in all modules. Most of these presentations are based on audiovisual aids (PPT, videos ...etc.). Also teachers frequently use different audiovisual media while performing their lessons.

##### **5.3. Data Gathering Tools**



One research instrument is used to collect data. A students' questionnaire is administered in order to gather information, to inquire attitudes and to draw a comprehensive picture about how both teachers and students envision the ideal design of a course supported by visual aids.

## **6. Structure of the Dissertation**

The current research is divided into three chapters, In addition to a general introduction and a general conclusion. The first two ones represent a theoretical background of the two research variables, while the last one embodies the practical part of the study. The first chapter is entitled "note taking". It deals with definitions of key terms, different techniques of note taking and its importance for foreign language learners.

The second chapter will be devoted to "audiovisual aids". It tackles the various definitions of audiovisual media and explores its history, types and description of different tools, the impact of audiovisual media on teaching and learning a foreign language and on note taking.

Chapter three is "Field Investigation". It is devoted to exploring *the effect of using audiovisual audio on EFL learners' effective note taking*. It presents a detailed description of the research tools used to conduct the study, along with the results, their analysis, and the interpretation of the findings.

## **Chapter One: Note Taking**

### Introduction

#### 1.1. Definition of Note-taking

#### 1.2 Importance of Note-Taking

#### 1.3. Purpose of Note Taking

#### 1.4. Note Taking Process

#### 1.5. Strategies of Note Taking

##### 1.5.1. Linear Notes

##### 1.5.2. Cornell Strategy

##### 1.5.3. Sentence Strategy

##### 1.5.4. Charting Strategy

##### 1.5.5. Mind Mapping Strategy

#### 1.6. Digital Note Taking

##### 1.6.1. Handwritten Vs. Digital Note Taking

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#### 1.7. Note-Taking Applications

##### 1.7.1. NoteTaker

##### 1.7.2. Evernote

##### 1.7.3. E-notes

##### 1.7.4. StuPad

### Conclusion

## **Chapter One: Note Taking**

### **Introduction**

Note-taking is a popular practice in the field of education, especially during lectures and courses. Despite the vitality of writing necessary information discussed in the class, teachers should not determine that all students master essential note taking strategies. The instructor should explicitly tell students about the various note-taking types and the best tips to help them become more competent.

This chapter attempts to define the concept of note-taking, its significance and the reason for taking notes. Further, it explains the note-taking process by providing some tips and techniques to enable learners to take efficient notes. The chapter also tackles numerous note-taking strategies that are utilized throughout the lecture. It ends with a suggestive tour to the digital world by providing some effective digital note-taking techniques and applications.

### **1.1. Definition of Note-taking**

Note-taking is one of the most important strategies that should be used by EFL learners to improve their learning proficiency and their academic competence. It has been defined differently by many scholars. According to Witherby and Tauber, Note-taking is an omnipresent activity in university classes and the notes of learners are always acting as the primary documentation of what they have studied (2019, p. 140). O'Malley and Chamot claimed that taking notes is the act of jotting the necessary terms and ideas in multiple forms as a verbal abbreviation, graphical or statistical in order to promote the success of language tasks ( as cited in Khavazi, Yousefi, &Kharaghan, 2018, p.42). Dewitt (2007), defined Note-taking as "an external memory aid that refers to writing brief record of information to be remembered ". Note-taking is considered to be the act of writing down and recording key

points of information that otherwise be lost, it aids the brain to retain those information in specific and beneficial ways.

Other scholars have emphasized more on the importance of note-taking. Brandi, Richter and Haller assert that taking notes encourages the transformation of knowledge to written pieces in order to promote memorization, enhance thinking, and involve the interaction of key ideas between others (2010, p.599). According to Newton and Nation, Note taking carries out two tasks: first, it serves as referencing knowledge for subsequent use and second, it provides the ability to interpret knowledge. Such two effects are known as the storage effect and encode effect (2008, p. 52). That is to say, note taking aids learners to recall information and better understand the subject.

To sum up, note-taking is an effective learning strategy used by learners from different levels, particularly university learners. It is considered as a complex process that involves multiple tasks simultaneously (selecting, listening, writing, organizing ...etc.). Note taking is the act of jotting down the important information presented by the teacher during the lecture. It fosters memory and understanding of the learners, thus improving their educational accomplishment.

## **1.2 Importance of Note-Taking**

The main purpose why note taking is highly significant in the learning phase is that it involves all four types of learning styles VARK. That is to say the student uses different learning styles such as the Visual (here the learner views his teacher, text book, blackboard and power point slides); the Aural (the lesson that the student listens to); Read/write (the student is supposed to jot down what s/he hears and sees in order to read it later for revision) and finally Kinesthetic (the physical process of writing opens a brain path).

There are a dozen of studies about the significance of note taking. Among them a study carried out by Bohay, Blakely, Tamplin, & Radvansky (2011) demonstrated that notes serve

as a memory cues that allow remembering verbal or textual information to learners. Additionally, note-taking promotes deep understanding for learners, i.e., people who take notes are more likely to participate effectively in the subject matter. In the same context, Kiewra et al. (1991) noted that learners who tend to take notes during lectures perform better on both sudden and postponed memory assessment than learners who do not take notes. It reveals that students who tend to take notes during lecture and then review them later accomplish better outcome in their academic career. In the same vein Boch and Piolat (2005, p. 101) considered note-taking as a component of any curriculum devoted to teach the writing skill. It has two major benefits: note-taking aids learners to learn and aids them to learn how to write. The same authors added that the most significant factor about the process of note-taking is that it helps learners to capture the content of the lecture and improve their speed of writing. Moreover another benefit deduced from study of Khavazi, Yousefi & Kharaghan claimed that note-taking is an effective technique for listening comprehension and to other cognitive functions. It helps learners to get fully interested in the lesson by highlighting the key the key points that could have led to an improvement in listening comprehension.

### **1.3. Purpose of Note Taking**

Students tend to take notes for different reasons. A variety of scholars have established numerous explanations for purposes of taking notes among them Sinfield and Burns (as cited in Neville, 2007, p.2)

- Notes are basic skills which enable learners to keep a permanent record of where the information originally came from (for reference purposes).
- They act as memory cues, for instance, if one summarizes the content of the lesson in one's own style, they will help him/her to recall the information spontaneously during examinations and tests.

- Notes are extremely effective for revision purposes, particularly when studying for examinations or writing assignments.
- They help the learners to increase their attention and get deeply engaged within the lecture.

In another research carried out by Van Meter, Yokoi, & Pressley (1994), they found that most of the college students tend to take notes to accomplish several goals:

- **Attention:** it improves students' attention.
- **Understanding:** It boosts learners' understanding of the lecture and enables them to maintain the content in their long-term memory.
- **Organization:** the ability to link thoughts, organize or produce a comprehensive description of lessons' content.
- **Study aid:** It tells the different points that have been discussed in a class.
- **Homework aid:** provide the student with the necessary materials to write assignments.

#### **1.4. Strategies of Note Taking**

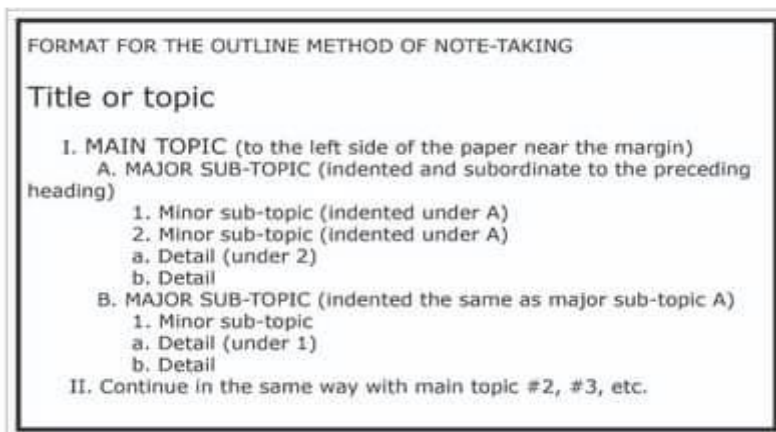
Taking good notes serves as a means to keep knowledge and information for later review; the note-taking process allows students to learn and store academic materials cognitively, in addition to giving them something to study later. So, learners need to choose the appropriate method that meets their goals. The coming strategies are considered as the most used and adopted ones by EFL learners.

##### **1.4.1. Linear Notes**

Linear notes are the most common strategy of note taking adopted by students when making notes. This type usually includes making lists, perhaps with bullets or numbers, highlighting and underlining the key points. It involves the process of writing down line by line important information while reading, listening to lectures or listening to class discussions

(Burns & Sinfield, 2004, p. 102-103). Linear notes are the typical outline format. They summarize the main ideas and details with the use of sentences, half sentences or abbreviations (Piolat, Olive & Kellogg, 2005). Hoskins and Sinfield (2007, p. 16-17) argued that to make this form of note taking, it is necessary to use headings for key ideas and concepts, and subheadings for points within those ideas.

**Figure 1.1.** Linear method



Adopted from the University of Auckland 2013

#### **1.4.2. Cornell Strategy**

Cornell note taking is similar to linear notes, as they have the same form too. Nevertheless, the Cornell method is significantly more involving than the pure linear model. It allows the note taker to interact with the statements they produce in a reflexive, reflective and critical manner. This method can be seen to some degree as motivating for students (Burns & Sinfield, 2004, p. 103-104). The strategy provides them with a useful format for organizing information. To utilize this strategy, students should separate the paper into three sections. The right, largest section is where the learner records information from the lecture using concise sentences, abbreviations and symbols, and note important details related to main ideas. The left, smallest section is used for main ideas, key concepts and words, and it includes questions to clarify ambiguous ideas and to strengthen memorization. Finally, at the

bottom of the paper, the summary area is where the student writes a one or two sentences' summary of the lecture. So, these notes serve also as a study guide (Pauk & Owens 2010, p. 244).

**Figure 1.2.** Cornell Note Sheet

Title of Lesson		Name: Date: Page:
<p><b>Cue Column</b></p> <ul style="list-style-type: none"> <li>* Most important information</li> <li>* Headings</li> <li>* Topics</li> </ul>	<p><b>Notes Column</b></p> <p><b>1. Record:</b> During the lecture, use the note taking column to record the lecture using short sentences.</p> <p><b>2. Questions:</b> After class, formulate questions based on the notes in the note taking column. Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later.</p> <p><b>3. Recite:</b> Cover the note taking column with a sheet of paper. Then, looking at the questions or cue-words in the question and cue column only, say aloud, in your own words, the answers to the questions, facts, or ideas indicated by the cue-words.</p> <p><b>4. Reflect:</b> Reflect on the material by asking yourself questions, for example: "What's the significance of these facts? What principle are they based on? How can I apply them? How do they fit in with what I already know? What's beyond them?"</p> <p><b>5. Review:</b> Spend at least ten minutes every week reviewing all your previous notes. If you do, you'll retain a great deal for current use, as well as, for the exam.</p>	
1/3	2/3	
<p><b>Summary</b></p> <p>+/- 8cm</p> <p>After class, use this space at the bottom of each page to summarize the notes on that page.</p>		

Adopted from Miami University "Note-Taking Styles" (n.d).

### 1.4.3. Sentence Strategy

The sentence note taking strategy is simply writing down and recording each new thought, fact or subject in a separate line. It can be organized by using numbers or headings for each main topic. It is the best method to use when the content of the lecture is complicated or distributed quickly (Stewart, 2007). This implies that method help students to decide which knowledge is relevant and which is not, and make them able to cover a lot of details and information easily.



**Figure 1.3.** Example of Sentence Method

**Example 1:**  
*A revolution is any occurrence that affects other aspects of life, such as economic life, social life, and so forth. Therefore revolutions cause change. (See page 29 to 30 in your text about this.)*

**Sample Notes:**  
*Revolution - occurrence that affects other aspects of life: e.g., econ., socl., etc. Cf. text, pp. 29-30*

Adopted from: “Note taking systems” Stewart, 2007.

#### 1.4.4. Charting Strategy

Charting note taking strategy is useful for lessons covering several facts or subjects. Before s/he starts taking notes, the student divides a piece of paper into separate columns then label the top of each column with the type of information that s/he is going to record. This method is beneficial because it helps him/her to track dialogues and interactions where s/he might usually be lost and miss out on relevant content. It reduces unnecessary amounts of writing and provides a framework for quick analysis for both memorizing information and researching similarities and relationships. In addition, it reduces the time taken to review and it provides information in a clear structure (Stewart, 2007).

**Figure 1.4.** Example of Charting Strategy

**Example:**

PERIOD	IMPORTANT PEOPLE	EVENTS	SIGNIFICANCE
1941-45	FDR	WWII	U.S.A INVOLVEMENT

Adopted from: “Note taking systems” Stewart, 2007.

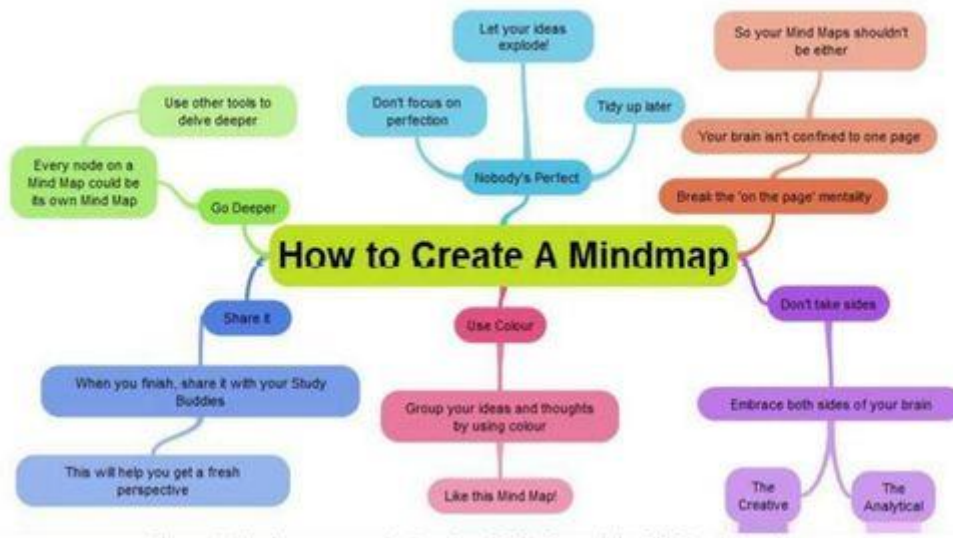
### 1.4.5. Mind Mapping Strategy

Mind mapping is the useful method adopted by learners According to Mapman (2013, p.8), mind mapping is defined as “when an idea, word, or concept is explored through a diagram”. It is believed that mind mapping is a graphical tool for representing information in an organized way. Its structured format helps students to flesh out a central idea or concept visually and to increase their ability to remember things because they are focusing and concentrating on the information when they receive it (p. 18-19).In the same context, Buzan (2006, p.108-109) stated that in mind mapping, information are highlighted by the use of different elements:

- 1- Putting a central concept (Key word or coloured image) in the center of a paper.
- 2- Writing the main ideas related to the central concept.
- 3- The main ideas should be written in bigger letters compared to secondary ideas.
- 4- Writing one word per line (key word) and making sure that every term is simple and relevant to the topic of the map.
- 5- Key words should be highlighted; this gives the brain clearer images to remember.
- 6- Lines should be connected because they are the connectors of thoughts in a mind map.
- 7- When representing different ideas and concepts, it is necessary to incorporate images with words. This helps the memory to be refreshed “a *picture is*, in this context, worth a thousand words”.
- 8- In order to code and connect ideas and thoughts, to highlight and organize the main concepts in a map, the student should use arrows, symbols, numbers, letters, images, colors, dimension, outlining...etc.

To sum, the mind map is a visual tool that requires energy and creativity, it should be meaningful and easy to analyze and decode to serve in times of tests or exams.

**Figure 1.5.** Example of Mind Mapping method



Adopted from Leyden, 2012

Overall, note taking is an important aspect of any student's academic life. This is why s/he should be familiar with some methods and techniques. The choice of the technique mostly depends on individual difference, learning style preferences and the nature of the module

### 1.5. Techniques for Taking Effective Notes

Taking effective notes can promote active learning, enhance academic success and increase the productivity of students. Many scholars offer guidance to help apprentices improve their note taking skills. Researchers seem to agree on the necessary steps to follow before, during and after taking notes (Boye, 2012; Boyle, 2007; Ellis, 1997; Schupp, 2014).

According to Boyle (2007, p. 227-230), to take effective and accurate notes, learners must track the following path:

#### a. Before the Lecture

- ❖ Enter the classroom.

- ❖ Find a seat with a good view of the teacher and blackboard to be concentrate and to avoid distraction.
- ❖ Prepare the necessary materials to record notes.
- ❖ Mark the current date and the topic of discussion on the materials, they will help students locate information more easily.
- ❖ Review notes from the previous class sessions.

#### **b. During the Lecture**

At this point, learners must use active listening skills to address the key points of the lecture and must write notes using their own style by following their favored strategy.

Learners should:

- ❖ Be prepared to take notes.
- ❖ Focus on the visual cues such as the teacher's body language and the notes on board or overhead.
- ❖ Use selective attention to interpret the auditory cues, in particular the instructor's voice, which enables the student to obtain relevant lecture points.
- ❖ Use their own words to record key information, and then add details to personalize the content.
- ❖ Write down the related lecture points in a concise and well-organized manner at a reasonably quick pace to effectively review them for test or quiz.

#### **c. After the Lecture**

In the last stage, students have to:

- ❖ Review the notes immediately after the lecture.
- ❖ Revise their notes to fill in possible gaps, explain poorly understood definitions or correct the legibility of spelling and handwriting.
- ❖ Provide a summary of the main points of the lecture.

To conclude, the previous steps are essential for integrating new knowledge, recording information in one's own words, understanding and organizing new materials.

## **1.6. Digital Note Taking**

In this modern age, digital note-taking is becoming ever more popular in classrooms where students utilize numerous modern electronic technologies such as laptops, smartphone applications, tablets, recorders and computers. Peverly and Wolf (2019) reported in their chapter a current survey about note-taking carried out between 2012 and 2013 including 435 students; they found that 53.4% of students tend to take notes by a laptop at least sometimes (p. 330). That is to say, despite the growing use of digital note-taking in classrooms over the years, it remains a controversial issue for many researchers (Mueller & Oppenheimer, 2014, p. 1159). Moreover, different debates arise and a dozen of researches are conducted on handwriting versus digital notes.

### **1.6.1. Handwritten Vs. Digital Note Taking**

Just like technology advances, the techniques, methods and even note-taking tools used in the educational sector often advance as well. As a result “the traditional handwriting is becoming increasingly uncommon as the use of electronic devices increases” (Aragón-Mendizábal, Delgado-Casas, Navarro-Guzmán, Menacho-Jiménez, & Romero-Oliva, 2016). Many studies pertaining to this topic are controversial. Some of them encourage learners to use the digital device as a learning aid (Hyden, 2005; Tront, 2007). While others claim just the contrary, they think that the current electronic instruments act as a distraction and hinder students' learning. (Yamamoto, 2007; Fried, 2008; Kay & Lauricella, 2011).

Several researchers have argued that taking notes by hand is more effective than utilizing an electronic device for a number of reasons (Mueller and Oppenheimer, 2014; Stephens, 2017). On the one hand Stephens claimed that taking notes via handwriting helps learners to

effectively encode and process information. Since the note-taker is obliged to interpret and summarize or paraphrase the content using his own word (2017, p.2). In other words, Longhand note-taking is a slower process that helps students get deeply involved in the lecture. Many studies have shown that students who prefer to take handwritten notes perform better memory tasks and overall academic success (Bui, Myerson, Hale, 2013; Beck, 2014; Mueller and Oppenheimer, 2014).

On the contrary Kim, Turner and Perez-Quinones argued that digital note-taking has three Main advantages: speed, readability and searchability (2009). In the same context, Mendizába et al. (2016, p. 103) declared that utilizing an electronic device to take notes helps learners to increase the quantity of information registered.

The table below collects some of the advantages and disadvantages of digital notes vs. handwritten notes.

**Table 1.1. Advantages and Disadvantages of Digital Notes vs. Handwritten Notes.**

Handwritten notes	Digital notes
They make it easier to create diagrams and illustrations.	They make it faster and easier to take higher amounts of notes.
Sometimes they are better for visual learners.	They are easier to edit and reorganize for later studying.
They provide more focus for students prone to digital distraction.	They can be backed up, shared, searched, etc.
They Can be better for comprehension and retention of conceptual information.	They can be better for comprehension and retention of factual information.

Adopted from The Learning Center, University of North Carolina at Chapel Hill, (n.d.).

## **1.6.2. Digital Note Taking Techniques**

According to Leicester, Taylor (2019); these are the basic steps that any student should use when s/he tends to take notes using digital tools.

### ➤ **Get acquainted**

A student must interact and use different digital note-taking tools and applications to get more familiar with them. As a result, it will help him/her to decide which one suits better his/her needs and style (Grahame, 2016, p 48)

### ➤ **Choose the right device that suits you**

There are plenty of electronic devices like the laptop, the computer, the tablet, the smartphone, the smart pen etc.

### ➤ **Choose the best application**

Bauer and Koedinger argued that students should select an application that allows them to illustrate, edit, reframe, summarize and highlight lessons in a way that enables cognitive engagement while taking notes (2006). Here are some examples of good applications: Microsoft OneNote, Good notes, and Evernote.

### ➤ **Pay heed to technical problems**

For instance, charging the device's battery well.

### ➤ **Organizing and Storing digital notes**

To retain lectures, there are some efficient storage tools (Dropbox, Google Drive, iCloud, and OneDrive) that can help student for uploading, storing, and organizing documents. In addition, the student should also organize their notes by naming and ordering the files, highlighting the text, using images, illustrations, charts and colors etc.(Grahame, 2016, p 48)

### ➤ **Avoid Verbatim (transcription)**

Several studies found that verbatim note-taking leads to lower performance than non-verbatim notes (Slotte and Lonka, 1999; Igo, Bruning, McCrudden., 2005; Mueller and Oppenheimer, 2014). That is to say a student should avoid transcription and use different note-taking strategies like (summarizing, reframing, paraphrasing, etc.).

➤ **Be Careful of digital distraction**

The student should disconnect from the internet and remove all media applications in order to void any type of distraction.

## **1.7. Note-Taking Applications**

Note taking is one of the most popular and ubiquitous educational activities. It is an important part of the daily life of all students. The possibility of using technology to improve note-taking activities is recently highlighted by researchers. Mobile technologies can be praised for their portability and the value they can add to the learning experience for students. A study was conducted by Bowie et al. (2013), where they compared note taking on “paper and pen” with note taking on “a computer”. The authors found that there was no difference in recalling information; however, computer was more efficient at taking notes than at organizing them. Actually, transcription refers to writing or typing as many facts as possible, while organizing includes synthesizing the facts before and during their writing or typing (Van Wyk& Van Ryneveld 2018, p.1639-1641). This implies Note-taking applications have evolved increasingly in recent times due to the great demand of students to use technology in their studies. Here are the main applications that students use while taking notes with their smartphones or laptops:

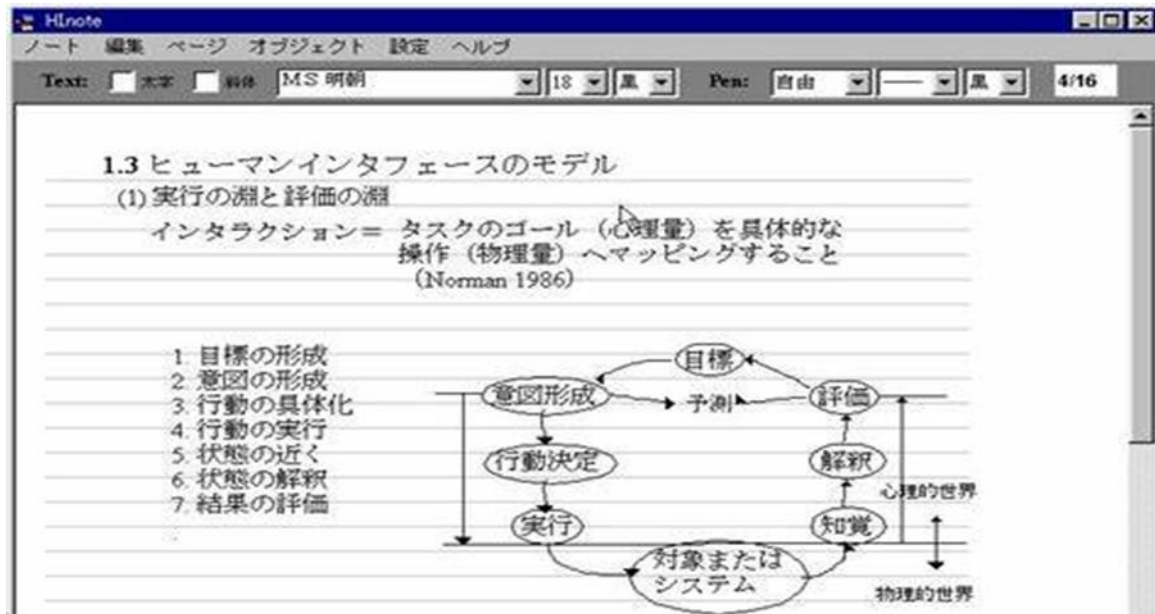
### **1.7.1. NoteTaker**

It is a program specialized in solving the problems, which students face while taking various notes in the classroom using computers. The program accommodate note-taking activities with sufficient computer features, such as "using a drawing pen, using the keyboard



to enter text, and using a pointing device for positioning and selection". NoteTaker program was tested to define a note-taking application's technical specifications, such as personal character, mixture of text and graphics, and time constraints (Ward & Tatsukawa, 2003, p.19) as seen in Figure (Fig) 1

**Figure1.6.** NoteTaker system interface



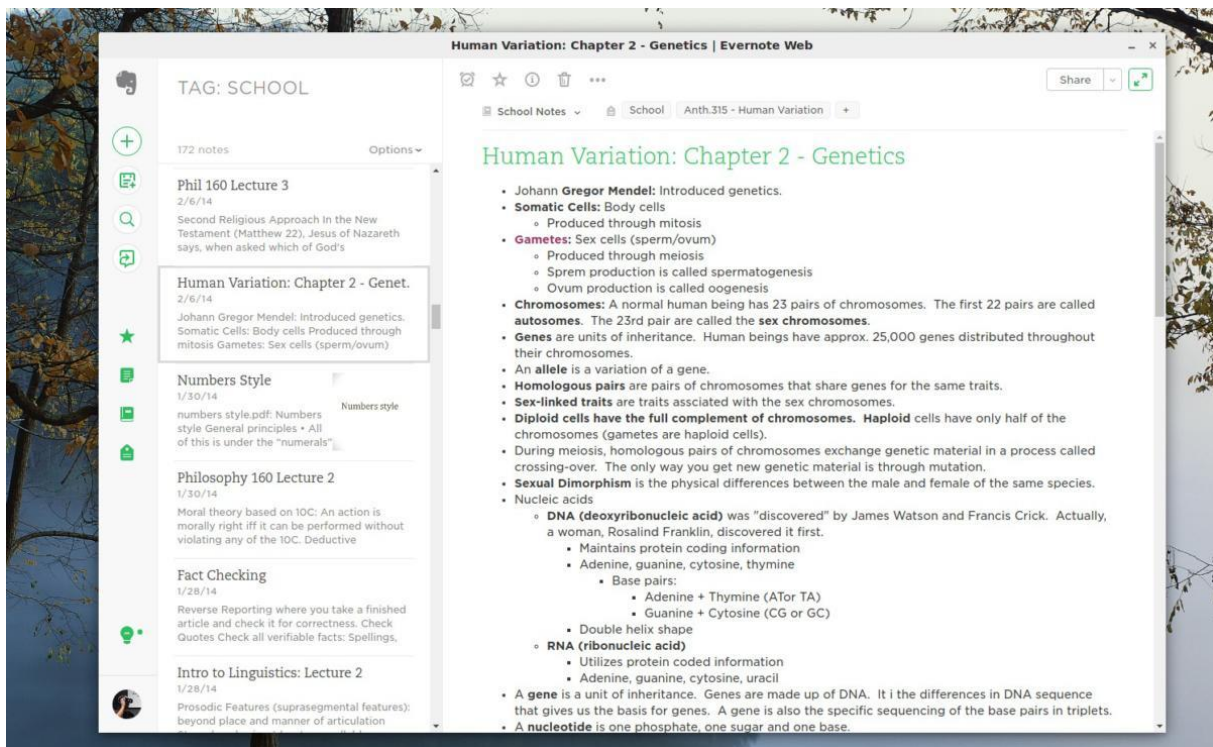
Adapted from: Mosleh, Baba, Malek, & Alhussein, (2016), p. 4.

### 1.7.2. Evernote

This proprietary software is designed to facilitate server-client-based note-taking operations. It is developed to help people catch thoughts, and archive information for future access and analysis. Evernote is accessible also as a software application with full-function computer and smartphone clients built to enable users to quickly collect and locate content in any context as seen in Fig. 2. This app provides users with different recording features such as text, images, digital ink, or audio. The details are coordinated dynamically between both the network and local computers. Evernote has not been assessed to test learning quality (Geyer & Reiterer, 2012).Friedman argued that Evernote is a program that lets users store data digitally, make it pretty quick and easy to archive any electronic or scanned file on a

computer, tablet or smartphone. Through permitting users to build files and tags, the user can easily locate the appropriate documents. He adds that "Evernote is also a "master" application that can connect with several other linked applications (including files from Livescribe) that can allow the user to review notes anywhere" (2014, 29).

**Figure 1.7.** Example of Evernote



Adapted from: "World Beyond Windows" Campbell, 2017.

### 1.7.3. E-notes

It is created in 2003 by Wirth to include a digital system of class notes, which can be printed and formatted in the classroom. Assessment of E-notes showed an increase and improvement in student accomplishments. Additionally, experimental findings reveal that 96 percent of students consider E-notes feasible to be used as a framework for note taking. Students state that they are helped by E-notes in focusing on learning and appreciating information. It facilitates the distribution of notes, and the annotation function to students prior to any lecture. (Wirth, 2003 p.57).

**Figure 1. 3. E-notes Application**

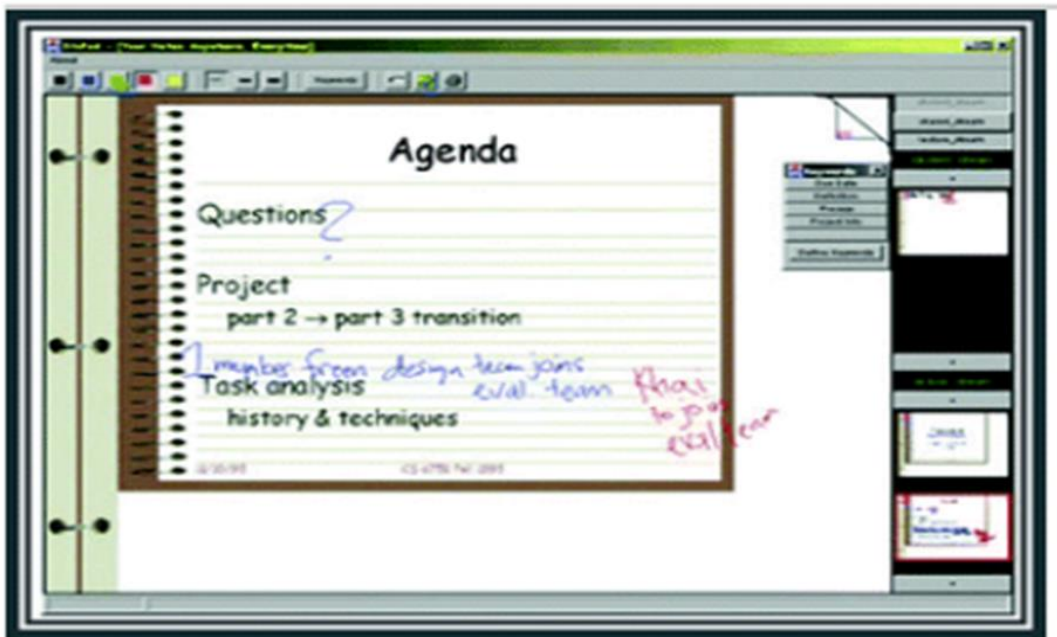


Adapted from: Mosleh, Baba, Malek, & Alhussein, (2016), p. 4.

#### 1.7.4. StuPad

It is a platform built to help students capture information sources, including personal records, videos, audio sources, and similar subjects. It is developed with two interfaces to coordinate and handle various forms of information, one for storing and documenting information, and the other for accessing and updating information. The program has a basic system, and supports a pen-based note taking method, as seen in Fig. 4. This framework can be enhanced by the introduction of traditional facilities to promote successful classroom learning (Truong & Abowd, 1999, p.209).

**Figure1.9. StuPad**



Adapted from: Mosleh, Baba, Malek, & Alhussein, (2016), p. 4.

## **Conclusion**

Throughout this chapter, we find that taking notes while teachers are lecturing is very useful and beneficial in a variety of ways for students. It allows them to concentrate and gain a better understanding of a topic, enhances their ability to record main information, and helps organize and remember concepts. In addition, this chapter sheds the light on the effective techniques and strategies that should be followed by students and selected to suit their abilities and their needs. It also attempts to explore the difference between handwriting and digital note-taking. At the end, it proposes some useful applications that students may incorporate while taking notes by their smartphone or laptops.

## **Chapter Two: Visual Aids**

Introduction

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2.1.1. Definitions of Multimedia

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Conclusion

## **Chapter Two: visual aids**

### **Introduction**

With the increased deployment of technology in all aspects of life, the improvement of teaching methods, including language teaching, is needed particularly in higher education. Most teachers nowadays, from different levels, are enthusiastically adopting audio-visual aids as a complementary tool. In this chapter, the light shed on the definition of key concepts: multimedia and audiovisual aids, then explaining their numerous types that are frequently used in EFL classrooms. In addition to that, this chapter discusses their significance, advantages, disadvantage, and their proper implementation of audiovisual in an EFL setting. Moreover, it stresses the major challenges and obstacles that can be faced by teachers while using audio-visual aids. This section ends with identifying the impact of overusing Audio-Visual Aids on EFL learners' Effective Note-Taking.

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

There are two major concept multimedia and audio visual aids.

#### **2.1.1. Definitions of Multimedia**

The concept of multimedia has been defined differently according to many researchers and scholars. Kalmbach (1994, p. 29) stated that multimedia is the combination of numerous media sources. It involves the use of different materials such as texts, audio records, along with pictures and videos. They are used for a variety of purposes. Similarly, Greenlaw and Hepp pointed out that conveying information effectively necessitates the use multimedia which comprises the use of a text plus a variety of media Channels such as videos, images and movies (as cited in Amine, Benachaiba, & Guemide, 2012, p. 68). According to Schnotz and Lowe (2003), multimedia is the integration of various technological tools in order to deliver knowledge in different ways through using pictures, audios, and

videos by various sensory modalities i.e. by seeing and hearing (p. 117). In the same context, Mayer (2005) claimed that multimedia instruction provides a chance to catch the attention of the largest number of students and helps them with various learning preferences in a successful manner (as cited in Tayo & Oluwakemi, 2015, p. 32).

Based on the previous definitions, we concluded that multimedia is an instructional tool by which information can be effectively represented and explained. Therefore, multimedia supports teachers by creating a positive and lively classroom atmosphere as well as supplying the learners with the ability to learn in different forms that they desire.

### **2.1.2 Definition of Audio-Visual Aids**

Since the Second World War, audio visual aids have been widely spread in all domains, particularly in the educational sector. It received more attention by many scholars and experts due to its crucial role in promoting learning. ‘Audio-visual is a compound word that is composed of two words: audio refers to all what we can listen to, and visual refer to all what we can see (Kelley & Serb, 1661).

The term audio visual aids was defined by Podolskiy as the resources that are utilized to convey knowledge through the sense of hearing or the sense of sight(2012.p. 384).In addition, Dike stated that audio visual aids are “those materials which do not depend solely upon reading to convey meaning. They present information through the sense of hearing, as in audio-resources, or through the sense of sight, as in visual resources, or through a combination of senses” (as cited in Ashaver & Igyuve, 2013, p. 44).Similarly, Anzaku, (2011) pointed out that the audio visual material is considered as educational tools that are utilized to transmit information without a total rely on verbal communication or language (as cited in Ashaver & Igyuve, 2013, p. 44).

Many researchers focused on the significant role of audio visual aids in the domain of teaching and learning. Kinder. S. James argued that “audio visual aids are devices which can

be used to make learning experience more concrete, more realistic and more dynamic” (as cited in Nelson, 2016, p. 23). Charles and Robert claimed that among the main advantages of audiovisual aids are their assistance to the instructor in making the process of learning more meaningful and more effective. They also help the teacher catch the students' interest (as cited in Make &Yonas, 2018, p. 2). In the Chinese culture they say “one picture is worth a hundred words” and “if we hear we forget, if we see we remember and if we do something we know it” (as cited in Rasul, Bukhsh & Batool, 2011, p. 79). Simply, these devices help making complex ideas more concrete and understandable.

Overall, audiovisual aids are the instructional instruments used to convey knowledge via audio and/ or visual form. They are incorporated into the classroom to support teachers to deliver lessons easily and effectively. Audio-visual aids help students to understand and memorize better since they use more than one sensory channel. In addition, these materials add more fun, interaction and life to the classroom. They stimulate the interest of EFL learners.

## **2.2. Types of Audio-Visual Aids**

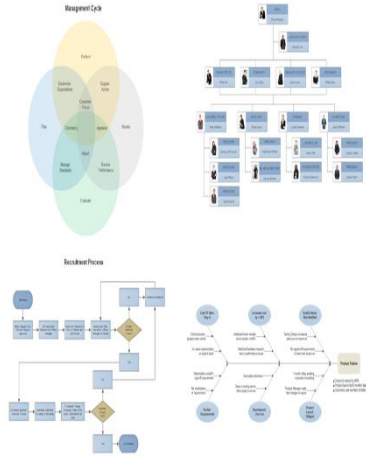
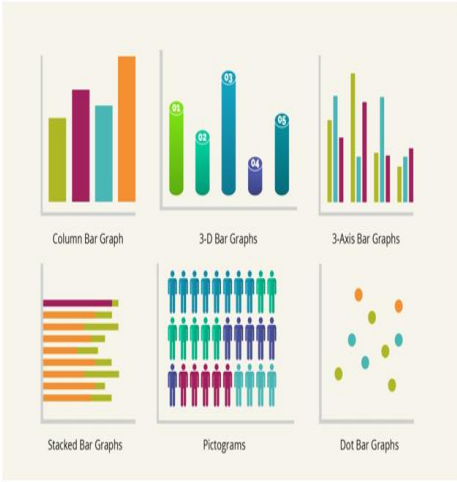
The audiovisual aid is one of several forms of instructional technologies that attracted many instructors and students. It provides several types of audio visual content such as graphics, pictures, power point presentations, videos, maps, diagrams, chart, cartoons, Flashcards etc. We will discuss some of them in the following titles:

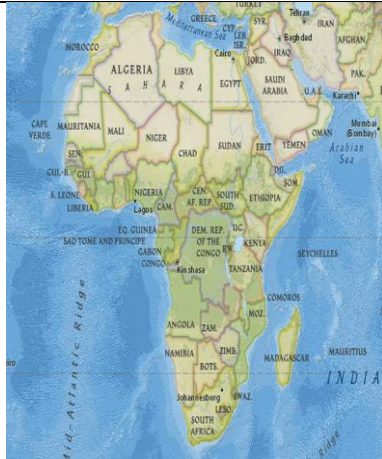
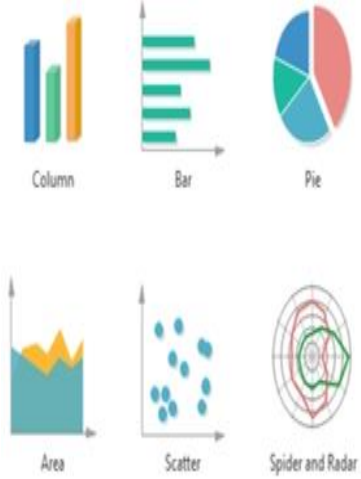
### **2.2.1. Graphic Aids**

Graphics are classified as visual representations for “storing, understanding and communicating essential information” (Bertin, as cited in Lowrie, Diezmann, & logan, 2012, p. 170) such aids include the use of various kinds Graphs, Maps, Diagram, Charts, Flash cards, Posters, Comic Strips and even Cartoons. The table below includes the names with the definitions and the pictures of the most common graphic aids used in education.



Table 2.1. Definition Most Common Graphics Aids

Name	Definition	Picture
<p><b>Diagrams</b></p>	<p>According to Malik and Pandith (2011, p. 23)</p> <p>“Diagram is a drawing that shows arrangements and relations as of parts to the whole. It is a visual symbol made up of lines, curves and geometrical forms”.</p>	
<p><b>Graphs</b></p>	<p>Graphs are a diagrammatic visualization, generally used to demonstrate a statistics data. They comprise various forms such as line graphs, bar graphs, circles or pies, pictorial graphs and flannel graphs. (Malik &amp; Pandith, 2011, p.23).</p>	

<p><b>Maps</b></p>	<p>In The Cambridge Dictionary (2020), a map is “a drawing of the Earth's surface, or part of it, showing things such as the shape and position of countries, political borders, towns, rivers, etc.”</p>	
<p><b>Charts</b></p>	<p>“A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary” (Aggarwal, 2014, p. 280).The most common Chart Types are: Column Charts, Line Charts, Pie Charts, Bar Charts...etc.</p>	

### 2.2.2 Pictures

Although pictures are considered as one of most ancient tools, no one can deny their role in facilitating the teaching and learning processes. Even in the 21st century and with the emergence of new technological tools, pictures are still highly used in all fields. We can find them in text-books, power point presentations, academic researches, journals, magazines...

etc. Merriam Webster Dictionary defines a picture as “a design or a representation made by various means such as painting, drawing, or photography” (2020). Similarly Sinclair (1987) defined: “a picture as a visual representation or image that is painted, drawn, or photographed, and rendered on a flat surface” (as cited in Lavallo & Briesmaster, 2017, p. 03).

Other scholars emphasized the benefits of integrating pictures in the teaching environment. According to Harmer, using pictures in the classroom is greatly beneficial for a variety of exercises. The image may evoke a positive attitude for learners towards learning (as cited in Baralaei & Najmabadi, 2015, p. 18). Jurich (2001) pointed out that the usage of images provides students with the chance to associate new words to a prior concepts, hence simplifying comprehension and memorization. Wright (1990) affirmed that pictures“ contribute to:

- 1) Interest and motivation;
- 2) A sense of the context of the language; and
- 3) A specific reference point or stimulus” p 2

### **2.2.3. Videos**

With the growth of ICT, videos have become an essential tool in the learning platform. It has a variety of functions, such as enabling learners to be independent and active. The term video is defined according to Macmillan dictionary as “A recording of moving images and sounds made digitally or, in the past, on videotape” (2020). Bajrami and Ismaili indicated that the video can be utilized in a number of ways. It may be used as a presenter of content, to start a conversation, to offer examples for a specific topic and for self-learning (2016, p. 503). He added that when the instructor decides to select video aids for the classroom, he should base his selection on three elements: interest of the students, their degree of English abilities, and cultural aspects (2016, p. 505).

According to Rivers, W. "All audiovisual materials have positive contributions to language learning as long as they are used at the right time, in the right place. (As cited in Bajrami & Ismaili, 2016, p. 503). In the same context, Hadijah suggested in her article which entitles "teaching by using video: ways to make it more meaningful in EFL classroom". She states that teachers need to be able to select the correct video, install the technology devices and deliver it in more engaging and effective ways. Thus the instructor should know how to handle the obstacles and challenges that may occur when using videos in the classroom (2016, 307).

#### **2.2.4. PowerPoint**

The PowerPoint (PPT) is a widely used teaching technique in higher education. Teachers, students and researchers use it to deliver successful presentations. What is unique with this means is that it is capable of incorporating all types of audiovisual aids in its slides. Fisher defined power point as "type of presentation software that allows one to show colored text and images with simple animation and sound" (as cited in Al Obaydi, 2017. P. 40). So it combines a variety of technological aids such as colored texts, images and videos in one device called PowerPoint.

According to Neville (2004) PowerPoint can be used as:

- As a guide for the speaker;
- As a guide for the listener/reader; and
- As a text to solely be read independent of oral discourse (as cited in Nourdad & Aghay, 2016).

Like any other instructional materials, PowerPoint can be very helpful or on the contrary, it can be awful. It all depends on how to use it. Hence there are several researches boosting the usage of PowerPoint as an educational backup resource in the classroom environment. Corbeil (2007) mentioned that students prefer to learn using PowerPoint instead of using blackboards

and traditional textbooks. The student comprehends more when the lesson is well visualized and colored. Thus PowerPoint makes the classroom more “dynamic, interactive, easy, motivating and enjoyable” (Alkash & Al-Dersi, 2013, p. 14). Another study carried by Gambari, Yusuf, Balogun (2016) entitled “Effectiveness of PowerPoint Presentation on Students’ Cognitive Achievement in Technical Drawing”. The results of this study showed that the students taught using PPT did better than their colleagues taught using merely the Chalkboard. They found that PowerPoint is very successful in teaching technical drawing and to support students with high, medium and low accomplishments, as it is preferred by both male and female students.

Several scholars opposed the usage of PowerPoint in language teaching settings. According to Norvig, PowerPoint makes it a challenge to maintain an interactive conversation between the presenter and the listener. In addition, it becomes difficult to transmit information that is not stated in the outline (as cited in Craig & Amernic, 2006. p. 157).

### **2.3. Significance of Audio-visual Aids in EFL Classroom**

There are various current studies about the beneficial role of audiovisual aids in education, precisely in a foreign language setting. On the other hand, Ranasinghe and Leisher argued that “Technology can never replace the human mind, but it can help expand it” (2009, p.1957). That is to say “it must be remembered that Audio-visual aids can only supplement the teacher but can never supplant the teacher” (Mohanty, 2017, p. 259). In other words, teachers must avoid excessive use of audiovisual aids, which should be applied only when needed. Also Rusmiati and Rosdiana (2017) conducted a study to explore the role of audiovisual aids in the EFL classroom. The research was conducted through the descriptive method. A questionnaire was distributed on teachers, plus a classroom observation. They found that both teachers and students benefit from the use of audio-visual aids. They assist the instructor in providing the lecture in a shorter time as well as contributing in the learners’ grasp of the lecture.

Mathew & Alidmat (2013) conducted a study with 15 undergraduate students at Aljouf University, Saudi Arabia. It aimed to investigate the usefulness of audio-visual aids in EFL classrooms. The research results indicated that utilizing audio-visuals as a means of teaching promotes awareness and enhances the learning atmosphere in a classroom. Therefore, Students build and improve their own knowledge of different subject areas as they experience positive and enjoyable contents in the EFL classroom. Another important research was carried out by Daniel (2013) conducted who investigated “the use of audio visual aids in teaching English”. The researcher stated in his article the main purposes behind using audio visual aids in in the teaching process. The results concluded that visual aids (1) allow students to establish simple and meaningful concepts in English; (2) make the process of teaching and learning more efficient (3) add diversity in instruction; (4) promote attention and motivation; (5)create an interactive classroom; (6) reduce teachers’ talking time; (7) make the subject-matter explicit; (8) preserve time and effort.

## **2.4. Advantages and Disadvantages of Audio-Visual Technology**

### **2.4.1. Advantages**

Audiovisual aids are a valuable tool for helping teachers add authenticity to the classroom, motivating learners and enhancing productivity. The following advantages (titles) are taken from the books of Tiwari (2008, p. 225), whereas each title is clarified from the latest studies.

#### **✓ Effective motivators**

Audiovisual materials play the role of motivator and this helps the instructor to create a positive, suitable, and productive learning atmosphere. Sensor, Şahin, Alcı (2015) conducted research entitled "Investigating the effect of audiovisual materials as warm-up activity in Aviation English courses on students’ motivation and participation at high school level" It is noticed by the instructors when students watch videos that they are enthusiastic, happy, and willing to take part in other video-related tasks, Like replying to comprehension questions or

using their English and share their thoughts on the video. Moreover, the study concluded that the use of audio-visuals has a noticeable positive impact on the motivation and class participation of students.

✓ **Efficient assistant to weak learners**

Noori, Farvardin (2016) carried out a study on "The effect of using audio-visual aids versus pictures on foreign language vocabulary learning of individuals with mild intellectual disability" According to the result, audiovisual aids are more successful than images. It can enable learners with learning disabilities to focus on their abilities to grasp the basic vocabulary of a foreign language and improve it.

✓ **A more effective Learning tool**

Rasul, Bakhsh, Batool (2011) conducted a study "analyze the effectiveness of audio visual aids in teaching learning process at university level". To fulfill research aim two questionnaire were distributed for teachers and learners. The result reveals most of the teachers and learners agreed that use of A.V aids are more effective in learning process at university level. At the end they conclude that: (i) the respondents viewed that A.V aids play important role in teaching learning process (ii) A.V aids make teaching learning process effective (iii) The respondents viewed that A.V aids provide knowledge in depth and detail (iv) It brings change in class room environment. (v) It motivates to teachers and students.

✓ **Help experience learning**

Learners enjoy the process of learning through a different experience. According to Malik & Pandith, audio visual resources help the instructor provide learners with "first-hand experiences such aids are also strong alternatives for the real objects, as they make learning more meaningful" (2011, p.21). For example, a teacher who wants to give a lesson about ancient civilizations but cannot to take the students through the past or to visit the old

monuments, yet learners may have the opportunity to see the lives of ancient people via video documentaries.

✓ **Acknowledge individual differences**

Learners have different learning styles and preferences. Each individual has a unique way of learning. As a consequence, students' abilities and requirements are diverse. Yet with the successful support of audiovisual aids, these students' requirements can be fulfilled so they can understand quickly (Pathak, 2012, p.95).

✓ **Learning through senses**

Trichler claimed that “people generally remember 10% of what they read, 20% of what they hear, 30% of what they see, and 50% of what they see and hear” (Shams & Seitz, 2008, p. 415). That is to say, multi-sensory learning is very useful for all students.

#### **2.4.2. Disadvantages**

Although audiovisual aid tends to be a great method of enhancing education, it still has some negative consequence and weaknesses. Thus the teacher must consider all the advantages and drawbacks before using some teaching methods.

Akhmetshin, Ibatullin, Gapsalamov, Vasilev, & Bakhvalov declared that the basic concern with the use of audiovisual instructional materials is to master how to implement them (2018, p. 374). Shamsideen expanded on the same issue, claiming that in underdeveloped countries, audiovisual tools are hardly available, and even when usable, they are not utilized successfully by facilitators (2016. p.19). In other words, instructional aids are only efficient and advantageous if properly executed. First of all the instructor should be well qualified and trained to use and manipulate the educational material. Otherwise, it is going to be boring and purposeless for students (Cakir, 2006, p. 68). Awasthi believed that the educational programs for teachers must be structured to encourage mastery of instructional aids (2014, p. 63). In addition to the above studies, Awasthi noted several drawbacks of audiovisual materials:



- Communication risks to be blocked between the instructor and the student.
- Excessive usage of Audio Visual aids will divert students' minds from the main topic.
- The teacher's leading role in the classroom is minimized.
- At the end of the day, the extra cost of using audio visual aids will be on the shoulder of the student's parents.
- Teachers need to devote more time planning their lectures (2014, p. 63).

All in all, nowadays the use of audiovisual materials in universities has become an integral aspect of learning. Being aware of visual aids' positives and negatives can help teachers overcome their limitations. Also, the teacher should be well trained and well engaged in updated programs that help mastering these aids commendably. Therefore, when an audio-visual material is implemented correctly, it will help teachers achieve their goals.

## **2.5. Implementing Audio-Visual Aids in EFL Classroom**

Audiovisual instruments became an integral part of the education process. It enables teachers to deliver lessons successfully and improves learners' skills. Nevertheless, inappropriate usage will shift from positive to negative. Thus, before using audio-visual aids, teachers should plan and set clear goals to ensure its efficacy. Here are some significant studies that set up essential principles to help teachers use technological tools appropriately:

Awasthi (2014) devoted his article to explain efficient ways to incorporate audio-visual tools in the classroom. These are the basic steps that any teacher should reflect about before selecting the appropriate visual aids:

### **✓ Testing the intelligence**

The teacher should evaluate the student's degree of intelligence. This would enable him/her to use only certain resources that are matched with the students' levels.

### **✓ Identifying learners' requirements**

Since learning is more effective when it addresses learners needs. The teacher will first seek to identify learners' necessities and needs. Then on this basis, he will decide which tool to be used.

✓ **Analyzing availability and ability**

Before making any decision, the teacher needs first to check the available instruments and if s/he will be capable to use specific aids effectively

✓ **Feedback mechanism**

The teacher should seek to get input from students as to whether or not the AV aid used has a beneficial impact on their learning. The learners' outcomes will definitely help the teacher in modifying and reforming the use of tools (2014, p. 63).

In the same context there is another important study conducted by Muneer (2010, p. 1584) entitled Perception of the Teachers of Arts Faculty, University of Karachi about the Significance of Audio-visual Aids in Teaching Problems and Prospects. He argues that for a better use of audiovisual aids, the teacher should answer three fundamental questions When? Why? How?

**When Should We Use It?**

- To catch learners' curiosity about a topic
- to open debates
- to gain more time
- to facilitate learning

**Why Audio-Visual Aids are useful in teaching?**

- to have a clear understanding
- because learners recall images more than words
- because the integration of both pictures and words provide the learner with a long retention of information.

## **How Can We Use Audio-visual Aids in Teaching?**

- Use A.V aids as a part of talk of demonstration
- bring authenticity and use a concrete thing to help learners understand easily
- make resources clear and simple
- only use an audio-visual aid that is available.

The above discussion recommends applying the principle selection of Audiovisual aids carefully to ensure the successful use of these materials. Therefore when a teacher uses these resources efficiently s/he will defiantly maximize its benefits.

### **2.6. Challenges of Using Audio Visual Materials in the Classroom**

There are some myths or misleading beliefs about the use of audiovisual aids which may stand as obstacles for reaching academic objectives. These following "myths" are summarized according to Romania's book:

#### **✓ The more visual aids I use the better**

Apparently that is completely the overuse of visual assistance can have a detrimental effect. "The use of visual aids should only support your presentation and not be your presentation".

#### **✓ Any visual aids better than none**

Not accurate, visual aids that are so difficult to comprehend or badly designed are often such a diversion for the viewer that it would actually be best not to use any visual aids (2003, p. 82). In the same vein Nelson add to say that many challenges and problems can hinder the proficient use of audiovisual aids. Such obstacles may have a detrimental effect on the teaching and learning process which often wind up with unfulfilled educational results. Such difficulties can probably occur at any stage of the process. It may take place at the very beginning, while teachers preparing and planning the instructional aids like (availability, objective, preferences, usefulness...etc.).However, others may experience problems throughout the process when offering lessons (technical difficulties, noise, classroom size,

etc.) (2016, p. 25). Moreover, another significant study conducted by Awasthi in which states that there are many challenges the most prominent ones are:

✓ **Attitude of teachers**

Both teachers and students tend to focus more on the outcomes and marks rather than acquiring knowledge and learning. In this case, teachers believe it is needless to incorporate technological tools, since it is just time consuming and energy-absorbing.

✓ **Inappropriate teacher training programs**

“Existing teacher training programmes are not framed properly to train them about how to use the teaching aids effectively in and Outside classroom” (2014, p. 62).

### **1.7. The influence of Overusing Audio-Visual Aids on EFL Effective Note-Taking**

Note-taking is a valuable skill, this justifies why several researchers emphasize that it should be taught explicitly in an early age. Unfortunately, the majority of teachers still ignore to integrate it in their curriculum. (Bakunas & Holley, 2001; Eidson, 1984; Kiewra, 1987; Ornstein, 1994; Spires & Stone, 1989) (as cited in A. Majid Hayati, 2009). Teachers should give plain instructions on how to use note-taking effectively from the primary school to ensure that they will master this skill.

On other side, Johnstone and Su (1994) claimed that students' notes are sometimes inaccurate or misleading, notably when they capture maps, mathematical figures, equations, and other significant materials (as cited in (DeZure, Kaplan, & Deerman, 2001). In the same context, Del Campo, Negro & Núñez asserted that one of the most troubling issues currently in the academic society is the use of slides instead of books or full articles. Most students ask their teachers to share on a digital platform PowerPoint slides. Accordingly, students downloaded it on the basis that it contains all the required materials. They rely on them for revision in examinations (2013, p. 194). We can deduce from this passage that the students

will become passive and will make no effort to take necessary notes during a lecture. The same authors added “we have gone from students who spend their time in the classroom with their heads looking down at a sheet of paper on which they were taking notes copied, to students that remain with their head up and their eyes wide open, looking to text, pictures, graphics, videos.” (p. 194)

A study carried by Nirmalya, Kaushik, and Rituparna in 2015 entitled “Students’ Opinion towards Audio-Visual Aids Used in Lecture Classes” asked the participants to Choose which teaching method they find the most helpful for taking notes. 51 opted for a mixture of aids while 13 chose Black/ white board and only 10 picked power point. The results reveal that students prefer to mix a variety of methods instead relying on one method throughout the whole lecture.

## **Conclusion**

Audiovisual aids are generally defined as instructional instruments used to convey information via audio and/ or visual imputes. This chapter presents different types of audiovisual aids and their importance however it focuses mainly on images, videos and PowerPoint. Moreover, it addresses both the cons and pros of audio-visual aids. It provides some appropriate guidelines for the successful use of audiovisual. At the end of the chapter, an exploration of the impact of overusing audiovisual aids on elf note-taking was established.

## **Chapter Three: Field Investigation**

Introduction

3.1 Methodology

3.2. Participants

3.3. Students' Questionnaire

3.3.1. Administration of Students' Questionnaire

3.3.2. Description of Students' Questionnaire

3.4. Data Analysis and Interpretation

3.5. Summary of the Questionnaire Results

Conclusions

## **Introduction**

The purpose of this chapter is to present, analyze and interpret the data obtained from the field investigation. It seeks to explore the effect of overusing audiovisual aids on EFL learners' effective note-taking. To do so, data is collected using one tool. A questionnaire is administered to 107 Master LMD students at the department of English, 08 Mai 1945 University-Guelma. Therefore, the detailed information of the research instrument is presented, the results are reported and interpreted to validate or refuse the research hypothesis. It ends with stating the result and summary of the finding.

### **3.1 Methodology**

The present research was conducted through a quantitative descriptive method as an appropriate tool in order to answer the research questions and to test the hypothesis. It relies on one data gathering tool represented in a questionnaire that was administered for both first year and second year Master students from the English Department of Guelma University in the academic year 2019/ 2020. They have been selected randomly in order to analyze their awareness about the impact of the overuse of audio-visual aids on their note taking.

### **3.2 Participants**

The targeted population in this study are both First and Second year Master students from the English Department of Guelma University. It is composed of 107 students who were chosen randomly from 220 students. There are two main reasons behind selecting this Population. First, they are asked for presentations most of the time in almost all the modules. These presentations were basically delivered via audio-visual aids. Second, teachers also use various audio-visual media while presenting their lessons.

### **3.3 Students' Questionnaire**

#### **3.3.1 Administration of Students' Questionnaire**

The questionnaire was distributed on 107 Master students (both first and second year students) they were chosen randomly from the English department of Guelma University. It was administered online. The researchers used Facebook to assure the contribution of as much respondents as possible. It was launched in different Facebook groups & pages that contain Master students from the English Department. It took 15 days from 16.07.2020 to 31.07.2020 to collect a respectful number of answerers. All these procedures were executed due to the serious epidemic of Covid -19 which prevented the researchers from distributing the questionnaire from hand to hand on the participants.

### **3.3.2 Description of Students' Questionnaire**

The questionnaire structure is based on the theoretical chapters of the current research. It consists of thirty (30) questions that are organized from general to specific. It is divided into three sections (see Appendix A). In terms of questions, the questionnaire comprises different types but most of them are 'closed question' (yes/no questions, scale items questions, multiple-choice questions). It also contained 'open ended question' that aim to give student the chance to provide some comments, clarifications and justifications.

#### **Section One:** General Information (Q1 to Q3).

This section contains 3 questions. It aims at obtaining information about participants' background as their level in English, choice of studying English...etc.

#### **Section Two:** Note Taking (Q4 to Q10).

Section two comprises seven questions. It attempts to investigate the EFL students' perception about note taking as well as its importance. The students were asked first if they take notes in the classroom, also they were asked to give an appropriate definition to the term "note taking" using their own words. The following question seeks to extract the preferred strategy they usually employ while taking notes. In addition to choosing the digital tool they often use.

#### **Section Three:** The Effect of Overusing Audio-Visual Aids on Effective Note Taking (Q11 to Q30)



Section three encompasses nineteen questions as it deals with the use of audio visual aids in EFL classroom. It seeks to know how often both teachers and learners use audio visual aids, identifying which type they usually rely on , and challenges they face most of the time. It shifts to gathering students' perception, opinions, and level of awareness about the effect of overusing of audio visual aids on note taking. This section ends with an open ending question were student are free to comment or to offer any suggestions and recommendations on the topic.

### **Section One: General Information**

**Question 1:** How long have you been studying English?

**Table 3.1** *Students' Period of English Instruction*

Option	Number	Percentage (%)
11	38	35.51%
12	63	58.87%
13	6	5.60%
Total	107	100%

Since our participants belong to different levels, they will definitely have different periods of study. As it is demonstrated in the above table 3.1, a significant percentage of respondents (58.87 %) stated that they have been studying English for 12 years and (35.51%) claimed that they have been studying English for 11 years which are considered to be the normal years to achieve their educational level. Whereas only (5.60%) stated that they have been studying English for 13 years. this hints that they have repeated one year. Thus, it is believed that our sample obtained sufficient knowledge about the English language.

**Question 2:** Was your choice of studying English

- a. Personal?                      b. Parental?                      c. Administrative?

**Table 3.2** *Students' Reasons for Studying English*

Reason	Number (N)	Percentage (%)
Personal	88	82.24%
Parental	9	8.41%
Administrative	10	9.34%
Total	107	100%

According to the table above 3.2, the majority of students (82.2%) stated that the reason behind studying English was based on their personal choice. This indicates the students are intrinsically enthusiastic about their field of study. Therefore, the participants are expected to work hard, improve their skills and achieve better outcomes. Only a few students (9.34%) opted for the 'Administrative' choice. This might imply that their baccalaureate average would not permit them to pick the specialty they prefer. Only (8.41%) opted for the 'Parental' choice. This denotes that they were either forced or advised to select English as their specialty.

**Question 3:** *How would you describe your level of English?*

- a. Good                      b. Average                      c. Bad

**Table 3.3** *Student's Level in English*

Level	Number (N)	Percentage (%)
Good	84	78.50%
Average	23	21.49%
Bad	0	0%
Total	107	100%

As displayed in the table 3.3, the vast majority of students (78.50%) declared that their level in English is good. This hints that they already acquired the essential skills and developed the language proficiency that can help them to go further in their academic career. A minority (21.49%) claimed that they have an average level. This denotes that they need to learn harder to develop their level and boost their linguistic competence in order to fulfil the demands of their degree. No student (0%) opted for the last option “bad”. Overall, the level of the student seems to range from average to good. This implies that the majority of students are extremely satisfied with their level in the English language.

## **Section Two: Note Taking**

**Question 4:** Do you take notes while attending classes?

- a. Yes
- b. No

**Table 3.4** *Taking Notes during the Lecture*

Options	Number (N)	Percentage (%)
a	104	97.19
b	3	2.80
Total	107	100%

Table 3.4 shows that the majority of the sample (97.19%) stated that they take notes while attending classes. They are aware of the value of taking strategic notes when lecturing. Whereas, the rest (2.80%) of participants claimed they do not.

**Question 5:** Do you consider note taking in the EFL class

- a. Very important?
- b. Important?

- c. Not important?

**Table 3.5** *Importance of the Note Taking*

Option	Number (N)	Percentage (%)
A	83	77.57%
b	22	20.56%
c	2	1.86%
Total	107	100%

According to the previous table 3.5, a big percentage of students (77.6%) assumed that note-taking is very important in the EFL class. while a few students (20.56%) chose important. This indicates their full agreement on the significance of taking notes in the EFL class. Only two students (1.86%) claimed that a strategic note-taking is not important which might suggest that they do not have enough information about this strategy that enables them to make a decision about its value.

**Question 6:** Taking notes in the classroom helps you

- a. To record and store information
- b. To write essays and assignments
- c. To revise for tests and examinations
- d. To increase your attention in the classroom
- e. To prepare your presentations

**Table 3.6** *Students' Perceptions about the Purpose of Note Taking*

Option	Number (N)	Percentage (%)
a	78	72.89%
b	25	23.36%
c	75	70.09%

d	54	50.46
e	29	27.10

This question investigates the purpose behind taking notes based on students' views and perception. The vast majority of the respondents (72.89%) take notes to record and store information, and (70.09%) To revise for tests and examinations this implies that majority of student use notes for referencing purposes. While for half of the participant (50.46%), the aim is to increase attention in the classroom. Only (27.10%) opted for the last option: preparing presentations, whereas (23.36%) of the participants use their notes to write essays and assignments that is to say they use notes as a homework aid.

**Question 7:** Which of the following strategies do use when taking notes in the classroom?

- a. Linear notes
- b. Cornell
- c. Charting strategy
- d. Mind Mapping strategy
- e. Sentence strategy
- f. Other(s)

**Table 3.7** *Students' Choices of Note Taking Methods*

Strategies	Number (N)	Percentage (%)
a	65	60.74%
b	12	11.21%
c	10	9.34%
d	35	33.65%
e	72	67.28%
Other(s)	4	3.37%

As demonstrated in Table 3.7, a large number of the participants (67.28%) opted for Sentence strategy. Also (60.74%) selected linear notes, this implies that most participants tend to write long sentences or well organized and detailed outlines to enables them to capture and record advanced details on a subject matter. While (33.65%) chose option d “mind mapping” Mainly because it aids the students to sum up the whole lecture in an organized diagram. A low percentage (11.21%) picked for Cornell method, perhaps it is considered as one of the difficult strategies that demand many stages however no one can deny its efficiency. A Lower percentage of students (9.34%) selected charting strategy, this indicates that this strategy may not fit their needs, as it may be more appropriate for science students since they use numbers and statistics considerably. Only four students (3.37%) pointed out that they mix between different methods to come up with one that suits them best according to the nature of the module and to the teacher's explanation; however two students out of these four claim that they do not use any one of these strategies and this denotes that either they are not aware of these strategies or they may simply use them unconsciously.

All in all; most participants have selected varied responses from one option to more this indicates that the vast majority of students prefer to mix between different strategies.

**Question 8:** Do you use digital tools to take notes in the classroom?

**Table 3.8** *Students' Usage of Digital Tools*

Options	Number (N)	Percentage (%)
a	68	63.55%
b	39	36.44%
Total	107	100%

As table 3.8 demonstrates, the vast majority of students (63.55%) declared that they use digital tools as a means to take notes. This implies that this new digital generation highly appreciates the use of technology. (36.44%) by contrast do not make use of digital tools to take notes in the classroom. This insinuates that these participants still favor the handwritten notes.

**Question 9:** If yes, which one of these technological tools you use most?

- a. Computers
- b. Smartphones
- c. Laptops
- d. Tablets

**Table 3.9** *Students' preferred Digital Tool*

Options	Number (N)	Percentage (%)
a	1	1.47%
b	54	79.41%
c	11	16.17%
d	2	2.94%
Total	68	100%

This question demands from the students who claim that they use digital tools to take notes to select only one digital tool they use the most from above options. According to table 3.9, the majority of the participants (79.41%) opted for Smartphones. Few students (16.17%) chose Laptops. Only two students (2.94%) opted for Tablets. Whereas the first option “Computers” represents the minority by getting only (1.47%).

Based on these findings, most students like using smartphones as a medium to write down information. Maybe the smartphone is more advantageous because it offers easily the ability

to take handwritten notes, i.e. by using a smart stylus or touchscreen, as well as having a digital keyboard for typing. It is also easy to hold and most students own one. However, other tools represent low parentage. This implies that students do not prefer to use these instruments. Perhaps they are difficult to hold or too expensive.

**Question 10:** Do your teachers use Audiovisual Aids in classes?

- a. **Yes**
- b. **No**

**Table3.10** *Teachers' Use of Audio Visual Aids in the Classroom*

Options	Number (N)	Percentage (%)
a	104	97%
b	3	2.8%

As it is mentioned in the table, most of the students (97, 20%) said that their teachers use audio-visual aids in the classroom. while only (2, 8%) said that they do not. This implies that teachers acknowledge the role of using audio-visual aids while teaching. They are very interesting for students because they motivate and attract them to the delivered content.

**Question 11:** How often do they use Audio visual aids in the classroom?

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never



**Table 3.11** *Teachers' Frequency of Using Visual Aids*

Options	Number (N)	Percentage (%)
a	12	11.53%
b	56	52.33%
c	34	31.77%
d	4	3.73%
e	1	0.93%
Total	107	100%

According to the findings in the preceding table, more than half of the students (52, 33%) assumed that their teachers usually depend on audiovisual aids in the classroom. This insinuates that those teachers frequently rely on the use of audiovisual aids in their classes. While (31.77%) of the participants responded that their teachers sometimes utilize those tools in lecturing. This indicates that they use them only when necessary. (11.53%) of students stated that their teachers make use of audiovisual aids all the time. This denotes that those teachers are totally dependent on audiovisual aids. Four students (3.73%) Pointed out that their teachers tend to use these devices for time to time. As expected, only one student opted for never which means that their teacher prefers to rely on traditional methods in the learning process.

Based on the above finding, we notice that students give different answers. Some claim that their teachers depend totally on technology while others give opposing answers although they belong to the same groups; maybe because we addressing deferent levels of Master Students (first and second year).

**Question 12:** What kind of audiovisual aids are used in classroom?

- a. Picture

- b. Videos
- c. PowerPoint
- d. Charts
- e. Cartoons
- f. Graphic Aids
- g. Films

**Table 3.12** *Type(s) of Audio Visual Aids Used in the Classroom*

Options	Number (N)	Percentage (%)
a	66	61.68%
b	96	89.71%
c	101	94.39%
d	14	13.08%
e	8	7.47%
f	7	6.54
g	16	14.95%

The table above demonstrates that (94.4%) of students opted for the option of “PowerPoint” when they were asked about the kind of audiovisual aids used in the classroom. The program offers the ability to include many kinds of audiovisual tools in slide shows like Pictures, videos, charts... etc. Besides, using PowerPoint boosts the students’ motivation. The option of video attracted (89.7%) of the students. More than half of the participants (61.7%) chose pictures. Clearly, teachers of the English Department regard their students as basically visual learners. Few students (15%) opted for Films and (13.1%) of them chose charts. Cartoons and graphic aids were selected just by eight and seven students successively. This

might suggest that teachers recommend films to be watched at home instead of seeing them in the class because of time restraints.

**Question 13:** Are you supposed to give presentations in the classroom?

- a. In all module
- b. In some module
- c. Not at all

**Table 3.13** *Students' Frequency of Delivering Presentations*

Options	Number (N)	Percentage (%)
a	68	63.55%
b	39	36.44%
c	0	0 %
Total	107	100%

The table above revealed that (63.55%) of students are supposed to give presentations in the classroom in all the modules. This indicates that the participants take a share in the making of lectures, such an ordinary practice in advanced levels. The rest of them (36, 44%) stated that they have to use presentations in classes in some modules. This might suggest that the nature of the subject matter decides which partner of the teaching learning process leads the session. No one opted for the last option.

**Question 14:** Do you rely on audio visual aids when presenting?

- a. Yes
- b. No

**Table 3.14** *Students' Use of Audio Visual Aids when Presenting*

Options	Number (N)	Percentage (%)
a	92	85.98%
b	15	14.01 %
Total	107	100%

As provided in the table 3.14, we noticed that the highest rate (85.98%) represents learners who tick the option “a”. This indicates that students are so dependent on the use of these resources. Only (14.01%) opted for the choice: No. This denoted that they prefer to use traditional method.

**Question 15:** When using the Data Show for a presentation, which of these aids or applications do you frequently use in your presentation?

- a. Power Point slides
- b. You Tube Videos
- c. Pictures
- d. Maps & Charts

**Table 3.15** *Preferable Type(s) of Audio Visual Aids during Presentations*

Options	Number (N)	Percentage (%)
a	101	94.39%
b	49	45.79%
c	50	46.72%
d	24	22.42%

The overwhelming majority (94.39%) declared that they use PowerPoint frequently. Also, 46.72% of them picked the option: pictures. (45.79%) of the respondents selected You Tube

Videos. Only (22.42%) opted for Maps & Charts. Based on these results, the majority of students chose more than one option however PowerPoint took the lion's share. This indicates that both teachers and learners prefer to use PowerPoint mainly because it helps them to provide a more effective presentation as it has the ability to integrate all the mentioned tools in its slides. A significant percentage (92.52%) chose videos YouTube and pictures. They may suit their learning style. Only a few participants (22.42%) opted for maps and charts maybe they do not know how to use them successfully, or they do not suit their subject matter.

**Question 16:** When delivering a presentation in the class, which of these technical problems do you face most?

- a. Availability of data show
- b. Electricity
- c. Unfamiliarity with using technology
- d. Problem in the laptops

**Table 3.16** *Technical Problems Students' Face when Presenting*

Options	Number (N)	Percentage (%)
a	88	82.24%
b	18	16.82%
c	13	12.14%
d	25	23.36%

According to the findings displayed in the table 3.16, almost all students (88%) agreed that the availability of data show is the major problem for them. This might suggest that the university has a lack of supply with the needed technological tools. Many students (23.36%) admitted that they face problems with their laptops. Perhaps they refer to technical problems

the time wasted on connecting their laptops with the data show, issues with the battery, windows settings...etc. Eighteen participants (16.82%) opted for option b which is electricity. Only (12.14%) claimed that they are unfamiliar with using technology. This result implies that only a few students lack the fundamental skills required to make a successful use of technology. Thus students need to learn how to use ICT.

**Question 17:** According to you, teachers and students should use audio visual aids:

- a. All the time
- b. Only when they help meeting their objectives
- c. Not at all

**Question 3.17** *Students' Perception about the appropriate use of Audio Visual Resources*

Options	Number (N)	Percentage (%)
a	22	20.56%
b	85	79.43%
c	0	0%
Total	107	100%

As displayed in table 3.17, the majority of the participants (79.43%) agreed that both teachers and students should use audio visual aids only when they help them meet their intended goals. This indicates that the majority of the repliers are aware about the appropriate use of audio visual aids. Students probably think that audio visuals should be used as supplementary tools (to raise motivation, to catch learners' attention, and make the classroom atmosphere vivid) but in reality, audio visual tools play a much bigger role in the academic world. Only (20.56%) of the subjects assumed that they should use it all the time. This denotes that student prefer to learn by visual inputs as they provide them easier ways of mastering skills and developing their culture.

**Question 18:** Do you agree that teachers/ learners should be taught how to use audio visual aids appropriately?

- a. Totally agree
- b. neither agree nor disagree
- c. totally disagree

**Table 3.18** *Students Attitudes about Training Teachers to use Technology*

Options	Number (N)	Percentage (%)
a	96	89.71%
b	10	9.34%
c	0	0%
Total	107	100%

Concerning this question, most of the participants (89%) agreed with the statement, while a low percentage of the sample (9.34%) selected neither agree nor disagree. No one opted for the last option which is totally disagreeing.

The above results show that the majority of students are highly aware about the importance of the correct implementation of technological tools and they are aware that everybody needs to learn that from official academic sources instead of relying on teachers/ learners personal efforts. So, they need to understand more about ICT and to be trained on how to incorporate these elements into the classroom.

### **Section Three: The Effect of Overusing Audio-Visual Aids on Effective Note Taking**

**Question 19:** Do you take notes from Audi visual aids?

- a. Yes
- b. No

**Table 3.19** *Number of Students who Take Notes from Audio Visual Aids*

Options	Number (N)	Percentage (%)
a	57	55.14%
b	48	44.72%
Total	107	100%

According to the results displayed in table 3.19, the majority of answerers (58.87%) claimed that they take notes from audio-visual aids. The other half of participants opted for no. When we compare the above result with those of Q4, we will noted that the number of students who take notes is significantly decreased from (97%) to (58%). while the number of students who do not take notes extremely increased from (3%) to (44%). Further explanations are left to the upcoming questions.

**Question 20:** if yes, do you take notes of:

- a. Whole lecture
- b. Main ideas of the lecture
- c. Only what you understand from a lecture
- d. Title and subtitles of the lecture

**Table 3.20** *Quantity of Notes*

Options	Number (N)	Percentage (%)
a	2	3.50%
b	34	59.64%
c	16	28.07%
d	5	8.77%
Total	57	100%



As a continuation to the previous question, we asked students who answered “Yes” to selected only one answer from the above options. The majority of students (59.64%) claimed that they take notes of main ideas of the lecture. (28.07%) of the sample stated that they take only what they understand from a lecture. A few participants asserted that they used to take notes of titles and subtitles. While only (3.50%) declared they tend to write the whole lecture. Based on the above finding, this answer reveals that among 107 participants, 57 declared that they take notes from audiovisual aids and only 34 take notes of main ideas. It exposes that they are deeply engaged with their lectures. Some participants (16) declared that they take only what they understand. It implies that maybe their listening or comprehension abilities influence their notes’ quality as well as quantity. While two students declare that they take notes of the whole lecture. This may imply that they transcribe every word a teacher says.

**Question 21:** If no, it is because most of the time you prefer to:

- a. keep watching
- b. Concentrate on the lecture
- c. Bring notes from your classmates
- d. Take a picture of the lecture using your phone
- e. Google the necessary points of the lectures & rewrite them

**Table 3.21** *Reasons behind not Taking Notes*

Options	Number (N)	Percentage (%)
a	15	31.25%
b	15	31.25%
c	12	25%
d	23	47.91%
e	7	18.75%

In Q 21, the students are asked to clarify their answers and identify the reason behind not taking notes from audio-visual aids. According to the responses shown in the table (47.91%) asserted that they used to take a picture of the lecture using their phone. Maybe it is easy for them to take pictures rather than writing notes; one is confused whether to consider these learning habits as smart or lazy. (31.25%) chose the first option which is to keep watching. Likewise, (31.25%) opted to ‘Concentrate on the lecture’. This means that learners prefer to observe and understand straightaway the lesson rather than to take notes and try to decode them later. While few students (25%) stated that they bring notes from their classmates. This indicates that they are dependent lazy elements who may risk relying on incomplete or illegible notes. Only (18.75%) Google the necessary points of the lectures and rewrite them. These elements show readiness to spend time on researching, reading, paraphrasing and summarizing large amounts of data provided from the internet, which is not always a smart choice.

**Question 22:** Do you understand your notes when taken from audio visual aids?

- a. Yes
- b. No

**Table 3.22** *Students Understanding of Notes Taken from Audio Visual Aids*

Options	Number (N)	Percentage (%)
a	60	56.07%
b	47	43.92
Total	107	100%

As indicated in table 3.22, More than half (56.07%) the participants claimed that they understand their notes taken from audio visual aids, while a significant parentage of (43.92%) reported the opposite. The latter are going to justify their answer in the following question.

**Question 23:** If no, which of these problems do you face?

- a. Illegible hand-writing
- b. Missing words
- c. Short time
- d. I cannot hear well

**Table 3.23** Reason behind not Understanding their Notes

Options	Number (N)	Percentage (%)
a	0	2.12%
b	24	51.06%
c	14	29.78%
d	9	19.14%
Total	47	100%

As indicated in Table 3.23, approximately half the subjects (51.06%) claimed that they do not comprehend their notes; mainly because they left a lot of gaps while writing. while others (29.78%) argued that it occurs due to time constrains. This may imply that the presenter moves too fast from one point to the other, or the students are not trained on capturing necessary notes. Whereas few students (17.07%) opted for the last option which is they cannot hear well. Perhaps students' notes are not well- taken because of noise in the classroom. No one picked for the first option which is Illegible hand-writing.

**Question 24:** Does the overuse of Audio Visual Aids increase or decrease your note taking skills?

- a. increase
- b. decrees

**Table 3.24** *Students Attitudes towards the Over Use of Audio Visual Aids*

Options	Number (N)	Percentage (%)
a	43	40.18%
b	64	59.81%
Total	107	100%

As it is demonstrated in table 3.24, the majority of subjects (59.81) stated that the overuse of audio visual aids decrease their note taking skills. As a clarification for their answer they said it is time consuming and distracting. As a learner, you either follow up or write and miss the upcoming points. In a case of an "either or" it certainly hinders our note taking skills. Others add when the presenter totally depends on the used audio visual aid it gets difficult to understand and we get lost in our own thoughts easily. While a significant percentage of students (40.18%) believed that the overuse of Audio Visual Aids increases their note taking skills. They justify their answers by arguing that we learn mostly by visuals, so the more visuals we receive the better for us.

**Question 25:** Do you find yourself obliged to rewrite & reorganize your notes at home?

- a. Yes
- b. No

**Table 3.25** *Students' Review of their Notes*

Option	Number (N)	Percentage (%)
a	64	59.81%
b	43	40.18%
Total	107	100%

As indicated in table 3.25, the majority of participants (59.81%) claimed that they are obliged to rewrite and reorganize their notes at home. Whereas, (40.18%) argued they are not obliged to. As a justification for their responses, surprisingly, the majority of the sample who opted for yes stated that they review their notes during days of revision particularly before only 2 days or one day of examinations. One of them says: *“I usually return up to videos used by the teacher in the classroom and online PowerPoint presentations presented by my classmates to take more effective and better-organized notes”* another one stated: *“sometimes I blame myself for not taking good notes in the classroom”* another one added: *“I find myself wrote only a few lines. Thus I find myself in need of writing notes again”*. Organizing and rewriting notes is a vital practice performed by hard workers. Less motivated students think of it as a burden; they delay it to the last days before examinations which may influence the quality of the reviewed notes. Making notes after taking it is a very important process and should be done on the same day otherwise it will be both time and effort absorbing.

Students (40.18) who claimed that they just rely on their teacher instructions and handouts justify: *“we usually organize and review our notes in the classroom or in the library. This implies that they acknowledge the importance of reviewing notes in the right time i.e. the same day of taking them.*

**Question 26:** Do your teachers provide you with handouts at the end of lectures?

- a. Yes
- b. No

**Table 3.26** Number of Teachers who Provide Handouts

Option	Number (N)	Percentage (%)
a	53	49.53%
b	54	50.46%
Total	107	100%

As it is noticed in the previous table, half the respondents (50.46%) declared that teachers do not provide them with handouts at the end of lectures. At the Master level, students are not viewed as mere receivers of knowledge; they are considered researchers. Thus teachers expect them to be autonomous and prepare their lessons alone. While (49.53%) said that their teachers provide them with handouts at the end of the course. Maybe this category of teachers assumes that learners' notes are not sufficient; mainly because they will get asked to write long essays in their exams. Thus they need handouts to rely on.

**Question 27:** Do you think that students are supposed to prepare and organize notes of their lessons individually?

- a. Yes
- b. No

**Table 3.27** *Students' Attitude towards Preparing Notes Individually*

Option	Number (N)	Percentage (%)
a	83	77.57%
b	24	22.42%
Total	107	100%

The vast majority of subjects (77.57%) agreed that students are supposed to prepare and organize notes of their lessons individually. While only few students (24) opted for no. This question requires the participants to justify their answers. Their justifications can be categorized, summarized and quoted as follows:

**The students who opt for yes:**

- It is a useful technique however I never do it (20participants).

*“It sounds good to do so, but I personally don't do that”.*

*“Even though I have never use it, but sincerely I regret not doing it coz it help the learner a lot”*

- It aids learners to understand better and recall information in tests or examinations (16 participants).

*“Rewriting and reorganizing the note provides better understanding and store the information in long term memory then it will be easy to recovered in exams”*

*“In order to enhance understanding in keep information in mind”*

- To develop the sense of autonomous learning by accomplishing tasks individually (17 participants).

*“Yes, because the student has passed the stage of receiving lessons because he is considered a researcher, so he can prepare the lessons alone and present them in the place of the teacher”*

*“Because we are learning in learner-centered approach where the teacher is just a guide to students; so students must prepare their lessons and be autonomous”*

- Students take notes quickly during the lecture so; they need to organize them (4 participants).

*“Since most of the time the notes are written in a hurry so they seem to be in a total mess and this is why students feel the need to reorganize them”*

*“Because they may miss some important points when teachers are explaining fastly”*

### **The students who opt for No:**

- Some student claimed they prefer group work (7 respondents)

*“I would prefer to collect my classmates' notes, for I may miss some points that my classmates have mentioned”.*

*“Students can ask their classmates because they may miss some words or sometimes very important ideas”*

- Some students claimed that their teacher should provide them with handouts (15 respondents).

*“Not all because there are some lectures are hard to prepare and understand by own self without the teacher's help (they should offer his student handouts)”.*

*“They are in need the Handouts to get what is missing in the notes”.*

**Question 28** Do you think that the over use of audio visual aids has a negative effect on your note taking strategies?

- Yes
- No

**Table 3.28** *The Impact of Overusing Audio Visual Aids on Students' Note Taking*

Options	Number (N)	Percentage (%)
a	67	62.61%
b	40	37.38%

More than half the subjects (62.61%) believed that the overuse of audiovisual aids have a negative impact on note-taking. This implies that inappropriate use of these sources may shift from supportive to negative. While (37.38%) answered by no. This indicates that students have an appreciation to use audio-visual aids all the time or they are not aware of the negative impact of excessive use of technological aids.

**Question 29** If you have any other suggestions, recommendations or comments, we would be very grateful if you add them below.

**Table 3.29** *Students' Comments and Suggestions*

Options	Number (N)	Percentage (%)
Answered	55	51.40%
Not answered	52	48, 59%



Total	107	100%
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Half the elements did not have any more remarks or recommendations related to the research under investigation. While (51, 40%) volunteered to add some suggestions. The students' suggestions can be summarized as follows:

- Many students commented that it is a very interesting topic, while others wanted only to wish good luck for the researchers.
- One of the students stated that: *“it is good to use audio visual aids, yet not in all the modules and in our university we have much of issues”*
- Another student stated: *“I do not like to use very much visual aids a lot while delivering a presentation or a lesson because the overuse of it, will make the student to depend too much on it. I prefer to be fifty fifty”*.
- The overuse of audio visual aids could have negative effects if they are not used appropriately.
- A student suggested that the instructor should raise the students' awareness toward the importance of mastering effective note taking strategies
- Teachers should be well trained about the appropriate use of educational technology.
- Administration should be well equipped with the needed technological tools.

### **Summary of the Results**

The finding of the questionnaire gave us some views and perception about the impact of the overuse of audiovisual aids on note-taking. Concerning the first section which is entitled as “General information”, the findings indicate that all the subjects have been studying English language for at least eleven years (see table 3.1) which implies that they share the same experience of using English as a foreign language. Furthermore, the answers show that the majority of students chose to study English based on their desire. This means that the

students are enthusiastic about studying English. Moreover, the level of the students seems to range from average to good (see table 3.3). This indicates that the sample selected consists of successful students who will assist in valuing the research results.

Section two which is entitled “note-taking” aims to deduce the participants’ perceptions, views and awareness about note-taking strategies (Q4 to Q9). The vast majority of students declare that they take notes while attending classes (see table 3.4). Similarly, most of the students argue that note-taking is very important (see table 3.5). All these answers reveal that the participants have sufficient knowledge about the significance of note-taking in EFL classes. Additionally, they declare that they use notes for many purposes such as for revision, as homework aids and to increase their attention in the classroom (table 3.6). Concerning the Q8, most of the students selected varied responses from one option to more. This means that the participants tend to combine these techniques (mind mapping, sentence, liner, Cornell, charting) to make successful notes. Whereas; the two last questions are about digital notes. As it is expected these new digital generations tend to use technological tools as a means for taking notes, particularly smartphone and laptops.

Section three, deals with the impact of overusing audio-visual aids on effective note-taking. The first eight questions aim to cover students’ perceptions about audio-visual aids. The three first questions reveal that the teachers of English Department at Guelma University make use of audiovisual aids in their classes frequently (from always to sometimes) particularly the power point, videos and pictures. These results indicate that all teachers are dependent on the use of ICT in their classes. Equally, a big percentage states that students are asked to deliver a presentation in all modules while others in some modules. Additionally, almost all the students with question fourteen claimed that they rely on audiovisual aids when presenting, particularly the PowerPoint, videos and pictures just like their teachers. Overall, according to the results of the previous questions, we assume that both teachers and learners

are dependent on the use of audiovisual aids. This indicates that this sample is suitable for the research under investigation. Subjects asserted that the availability of Data Show and technical problems in the laptops are the major challenges they face when presenting. Apparently, the university is not well equipped with necessary technical materials. Whereas, with the Q18 and 19, a big percentage of students argue that both teachers and learners should use audio-visual aids only when they help them to meet their objectives. In addition to that, they should be thought and trained about the appropriate use of audiovisual aids. The remaining questions of section three aim to infer the students' attitudes about the impact of excessive use of audiovisual aids on note-taking. Results of Q19 reveal that the number of students who tend to take notes is significantly decreased in comparison to Q4 mainly due to the use of audiovisual aids. The majority of students declare that they take notes of the main ideas of the lesson. While others argue that they just take mobile pictures of the lecture; they prefer to keep watching or concentrating on the lecture. This implies that they prioritize active listening and delay or depend on other alternatives of note taking. A significant percentage of participants admit that they comprehend their notes when taken from audio visual aids. Those who claimed they do not (see table 3.22), it was mainly due to time constraints and gaps they left while trying to capture information. They further add that the inappropriate use of audio visual aids reduces their note-taking abilities. They claim that they get easily distracted, lost in their thoughts...etc. thus the audience will not be able to continue following the lecture. Whereas others argue that they totally depend on audio visual aids because they assure the quality of their notes as they are visual learners. A Significant percentage of students maintain that they are obliged to review and organize their notes at home. However most of them claim that they review their notes only in days of revision for examination and tests which is bad sign. On the other hand, the rest claim that they just rely on their teachers handouts. About half of respondents argue that their teachers provide them with handouts, while the rest they

do not. This suggests that each teacher has his/her own methods and policy. Most of students prefer to review their notes individually. This infers that they are autonomous learners. Equally, the majority of students agreed with the assumption that the excessive use of audio visual aids affects their note taking skills (see table 3.28). Hence, both teachers and learners should pay more attention when they utilize audio-visual aids. It should be implemented in the right way 'only when it is needed'. Overall, based on information gathered from the questionnaire of students the majority of participants confirm the research hypothesis that the overuse of audio visual aids affects the EFL Effective note taking negatively.

### **Conclusion**

To sum up, the findings from the students' questionnaire show that most of EFL students are conscious of the detrimental impact that inappropriate use of audiovisual aids may have on note-taking. The results once again reveal that both teachers and learners of English Department from Guelma University are highly dependent on the use of audiovisual resources inside the classroom. Thus, the study insists on teachers as well as learners to be well trained about the appropriate implementation of these resources. It should be used as a supplementary tool with a predetermined goal. The research addressed the importance of note-taking skills and the field study proved that they make learners more engaged with the subject matter and well prepared for the exam. Thus teachers should encourage learners to review and make their lessons after taking notes.

## **General Conclusion**

This study is conducted to investigate the impact of the overuse of audiovisual aids on EFL learner's effective note taking. The investigation is carried out in the Department of English at Guelma University. It aims at confirming or rejecting the hypothesis which states that if teachers and learners excessively use audio-visual aids in the EFL classroom, the students note taking would not be effective. In the current study, the main data gathering tool was the questionnaire which is administered for both First and Second Year Master students.

The present study leads to confirming the hypothesis and to conclude that teachers are frequently relying on audiovisual aids in delivering their lessons. In addition, EFL students have sufficient knowledge about the significance of note taking in classes. They are aware about the great impact that the unsuitable use of audiovisual aids has on their note taking.

## **Implications and Recommendations**

For instructors:

- Teachers should be well trained on the proper use of instructional technologies from official academic sources.
- The teacher should not give priority to finishing lessons in time by relying blindly on power point presentations; instead, they should concentrate more on the learning process and the consistency of lecturing.
- Administrations should provide the necessary technological materials for teachers and students.
- Teachers should increase the awareness of learners about the value of mastering effective strategies for taking notes.
- Teacher should teach students note taking strategies explicitly and from an early age.

For students:

- Students should review and make their notes on the same day as they are taken on a daily basis, rather than leaving them to be checked a few days before the exams.
- Students should carefully decide whether to take notes relying on pen and paper or with digital tools. As there are cons and pros for either options.
- Since most students belong to the modern age, the latest digital note-taking applications should be familiar to them. That will allow them to fulfill their needs and be more innovative.
- Students should use different note taking methods and strategies according to their individual styles and preferences.
- Students should take care of the appropriate guidelines for the successful use of audiovisual aids to eliminate any possible problems and misperceptions.
- Student should use audio visual aids as a supplementary tool with a predetermined goal.

### **Limitations of the Study**

The current study reveals some remarkable findings; however, the research like most other studies seems to have some limitations and drawbacks. We note:

- Coronavirus pandemic that prevented the researchers from distributing the questionnaire from hand to hand on the participants. They were distributed online via Facebook pages.
- Some students were not interested in answering the questionnaire; some questions were left unanswered without any justification.

- Also due to this serious pandemic we could not conduct a classroom observation to gather more comprehensive findings. In addition to the difficulty of meeting our supervisor.
- One of the candidates has health issues due to her pregnancy, which hinders her ability to complete the work.

### **Recommendations for Further Research**

One can extract a set of future research topics from the findings of the current study. This inquiry may be improved or opposed by future replications. Some suggestions are outlined below as possible areas for future research studies:

1. Further research can be conducted in a more efficient and systematic manner especially through the observational method for more precise and reliable results.
2. Other studies can be conducted to explore the role of taking effective notes in classrooms.
3. Further research is needed to explore the effect of overusing audio visual aids on EFL teachers and learners' interaction.

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**Appendix**  
**Students' Questionnaire**

Dear Student,

This questionnaire serves as a data collection tool to determine the effect of the overuse of audio visual aids on EFL learners' effective note taking. The findings will help to confirm or reject the research hypothesis. Hence, you are kindly requested to answer the following questions. Please tick /  $\surd$  / the appropriate box (es) or make full statements if necessary. Please note that your responses will be dealt with confidentially and used only for research purposes.

**Thank you for your cooperation**

Ms. Adjabi Dounia Rayen

Ms. Brahmia Rania

Department of English

University of 08 Mai 1945-Guelma

## **Section One: General Information**

**Question 1:** How long have you been studying English?

.....years.

**Question 2:** Was your choice of studying English?

- a. Personal
- b. Parental
- c. Administrative

**Question 3:** How would you describe your level of English?

- a. Good
- b. Average
- c. Bad

## **Section Two: Note Taking**

**Question 4:** Do you take notes while attending classes?

- a. Yes
- b. No

**Question 5:** To which extent do you consider note taking in the EFL class?

- a. Very important
- b. Important
- c. Not important

**Question 6:** Taking notes in the classroom helps you

- a. To record and store information
- b. To write essays and assignments
- c. To revise for tests and examinations
- d. To increase your attention in the classroom
- e. To prepare your presentations

**Question 7:** Which of the following strategies do use when taking notes in the classroom?

You can choose more than one option

- a. Linear notes
- b. Cornell
- c. Charting strategy
- d. Mind Mapping strategy
- e. Sentence strategy

If other, please specify:

.....  
.....

**Question 8:** Do you use digital tools to take notes in the classroom?

- a. Yes
- b. No

**Question 9:** If yes, which one of these technological tools you use most? (One option)

- a. Computers
- b. Smartphones
- c. Laptops
- d. Tablets

**Section Three: The Effect of Overuse of Audio Visual Aids on Effective Note Taking?**

**Question 10:** Do your teachers use Audio visual Aids in classes?

- a. Yes
- b. No

**Question 11.** How often do they use Audio visual aids in the classroom?

- a. Always
- b. Usually
- c. Sometimes
- d. Rarely
- e. Never

**Question 12:** What kind of audio visual aids that are used in classroom? (You may choose more than one option)

- a. Picture
- b. Videos
- c. PowerPoint
- d. Charts
- e. Cartoons
- f. Graphic Aids
- g. Films

**Question 13:** Are you supposed to give presentations in the classroom?

- a. In all module
- b. In some module
- c. Not at all

**Question 14:** Do you rely on audio visual aids when presenting?

- a. Yes
- b. No

**Question 15:** When using the Data Show for a presentation, which of these aids or applications do you frequently use in your presentation?

- a. Power Point slides

- b. You Tube Videos
- c. Pictures
- d. Maps & Charts

**Question 16:** When delivering a presentation in the class, which of these technical problems do you face most?

- a. Availability of data show
- b. Electricity
- c. Unfamiliarity with using technology
- d. Problem in the laptops

**Question 17:** According to you, teachers and students should use audio visual aids:

- a. All the time
- b. Only when they help meeting their objectives
- c. Not at all

**Question 18:** Do you agree that teachers/ learners should be taught how to use audio visual aids appropriately?

- a. Yes
- b. No

**Question19:** Do you take notes from Audi visual aids?

- a. Yes
- b. No

**Question20:** If no, it is because most of the time you prefer to:

- a. keep watching
- b. Concentrate on the lecture
- c. Bring notes from your classmates

- d. Take a picture of the lecture using your phone
- e. Google the necessary points of the lectures & rewrite them

**Question 21:** Do you understand your notes when taken from audio visual aids?

- a. Yes
- b. No

**Question 22:** If no, which of these problems do you face?

Illegible hand-writing

Missing words

Short time

I cannot hear well

**Question 23:** Do audio visual Aids increase or decrease your note taking skills?

- a. Increase
- b. decreases

Justify.....

.....

**Question 24:** Do you find yourself obliged to rewrite & reorganize your notes at home?

- a. Yes
- b. No

Justify.....

.....

**Question 25:** Do your teacher provide you with handouts at the end of lectures?

- a. Yes
- b. No

**Question 26:** Do you think that students are supposed to prepare and organize notes of their lessons individually?



a. .Yes

b. .No

Justify.....

.....

**Question 27:** Do you think that the over use of audio visual aids have a negative effect on you note taking strategies?

a. Yes

b. No

28. If you have any other suggestions, recommendations or comments, we would be very grateful if you add them below.

.....

.....

*Thank you for your cooperation*

## المخلص

يكمُن الغرض من هذه الدراسة في التحقق من امكانية تأثير الاستخدام المفرط للوسائل السمعية البصرية على درجة فعالية تدوين الملاحظات لدى متعلمي اللغة الأجنبية الانجليزية وذلك بُغية رفع مستويات الوعي لدى معلمي ومتعلمي اللغة الانجليزية حول الآثار السلبية المحتملة على فعالية تدوين الملاحظات جراء استخدام الوسائل السمعية البصرية، ومن تمّ افترضنا أن إفراط المعلمين او المتعلمين في اعتماد الوسائل السمعية البصرية اثناء الفصول الدراسية من أجل بلوغ الأهداف الأنف ذكرها، قمنا باختيار الأسلوب الوصفي شأنه أن يؤدي إلى عدم فعالية تدوين الملاحظات الكمي في التحليل، واعتمدنا على أداة واحدة لجمع البيانات تمثلت في استبيان موجه لطلبة السنة الاولى والثانية ماستر تخصص لغة انجليزية بجامعة قالمّة، حيث تم اختيار 107 طالبا بشكل عشوائي من مجموع 220 طالب، ولقد تبيّن من النتائج المستخلصة أن المعلمين و المتعلمين يستخدمون الوسائل السمعية البصرية بشكل متكرر أثناء الفصول الدراسية في النهاية، يُوصى مما أدى فعلا إلى وجود تأثير سلبي على فعالية تدوين الملاحظات باللغة الاجنبية لإنجليزية، بضرورة أن يكون الطلاب على دراية كبيرة بالاستخدام الصحيح للوسائل التكنولوجية داخل الفصل الدراسي، وان يكونوا على وعي بأهمية التدوين الفعال للملاحظات أثناء الفصول الدراسية، كما ينبغي تدريب المعلمين على أساليب وطرق دمج تلك الوسائل ضمن الفصول الدراسية

الكلمات المفتاحية: الوسائل السمعية البصرية، متعلمي اللغة الأجنبية الانجليزية، تدوين الملاحظات