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**Option : Linguistics**

**The Role of Using Note-Cards Technique in Facilitating writing Academic Research:  
The Case of First Year 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 Language and Culture.**

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## **Dedication**

*I would like to dedicate this humble work to:*

*My dear Mother, I am very thankful for her patience and encouragement to achieve my dream.*

*The memory of my father.*

*My husband Mohamed, my ultimate companion to whom I owe a particular debt of gratitude for his love, moral support, patience, and understanding.*

*My Sisters Djamila and Ibtissem and my brother Amer for their encouragement. I' am really grateful for having you.*

*My sweet heart angle niece Rinad.*

*My special thanks to all my friends for their love and support.*

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**Abstract**

Note taking is considered as an essential technique that helps EFL learners to improve their academic achievement. The present study aims to examine how note-taking (note cards) can facilitate the writing of an academic research. To reach the research goals, the study was conducted through a quantitative descriptive method. In which two questionnaires one for teachers and one for learners were administered to find out their views and attitudes toward the use of Note Cards on research writing. The research was conducted with a sample of 100 students and 15 teachers from a population of 150 students and 52 teachers from the English Department in Guelma University; they were chosen randomly. The findings of this study state that students' and teachers' are aware of the importance of Note Cards in facilitating writing a research. The results revealed also that students' face a lot of difficulties while writing a research including difficulty of grammar rules, spelling, methodological problems (citation, plagiarism...), in addition to problems of planning and organizing their dissertations. From these findings, it has been concluded that there is a positive relationship between the Note Cards as a note taking technique and research writing. Hence, the research recommends that teachers should motivate their students to use Note Cards to help them while writing a research.

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**List of Abbreviations**

**EFL:** English as a Foreign Language

**Q:** Quote



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

Nowadays, knowing and mastering English Language plays a crucial role in the success of students nationally and internationally. EFL learners need to learn English to improve their language abilities and enrich their knowledge by a lot of information and knowledge which help them to graduate and conduct a good research. Writing a research is a complicated academic task. It is not easy because students have to be able to think carefully and work independently. Students need to focus on what is important and reliable. In addition, the most important thing that students' must take into consideration is avoiding plagiarism by making a personal work with their own words and style.

Unfortunately, the majority of students come across some difficulties while conducting their researches. They are always complaining about lack of time, the difficulty of summarizing, paraphrasing, organizing and connecting ideas. Therefore, students seem nervous, stressed, and even demotivated to complete a research. Most of these worries are the result of their inability to choose an effective note technique while reading books or articles from different sources and they do not understand what is relevant or not.

EFL learners use a lot of strategies when they write a research but they do not use an effective note taking. They just write and highlight everything but later on they suffer to distinguish and organize their information. Hence, in order to overcome such problems, this research stresses the effectiveness of Note-taking, especially the Note Card technique as a fruitful aid that helps students become more successful in their researches because they do not have any confusion or frustration at missing or forgetting any important data that they read before. Also, it gives exceptional organizing skills such as prioritizing content and classifying all the information needed in the future. It assists students to learn how to use the information and produce academic works.

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

The goal of this study is to investigate the effectiveness of the Note Card technique, as well as its impact on writing a research. Therefore, this research aims to explore these points:

1. EFL learners' awareness about the importance of note taking in writing a research.
2. EFL students' common tools and strategies of note taking.
3. Note Card technique as an effective tool of research preparation and writing.

## **3. Research Questions**

In order to investigate any problem, firstly there must be some questions, which encourage the researcher to write a research. Therefore, this study addresses the following questions:

1. Are EFL students familiar with Note Cards as a tool?
2. What are the EFL learners' and teachers' attitudes towards Note Cards?
3. What is the role of Note Cards in enhancing EFL students' research preparation and writing?

## **4. Research Hypothesis**

The research hypothesis of this study is as follows:

If EFL students use Note Cards as a note taking technique; then the process of writing a research would be facilitated.

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

### **5.1. Methodology**

To fulfill our objectives, we need to rely on the quantitative descriptive method which is suitable to investigate the connection between the two variables; note cards as the independent variable and its effect on conducting a research as the dependent variable.

## **5.2 Data-gathering Tools**

To answer the research questions we opt for questionnaires that are administered to EFL students and teachers in order to obtain their perceptions, assumptions and suggestions about the importance of note cards in writing a research.

## **6. Population of the Study**

This study is carried out at the University of 8 May 1945-Guelma ; Faculty of Letters and Languages; Department of Letters and English Language. The case study of this research consists of 100 students who are selected randomly from first year Master level, for the academic year 2018-2019. This sample is chosen because first year Master are conducting researches and editing research papers in the different subject matters they are studying. In addition, they prepare themselves to write a whole dissertation in the next year, so they are really worried about how they will conduct a research vastly and effectively.

## **7. Structure of the Dissertation**

The current study is divided into three major chapters, in addition to a general introduction and a general conclusion. The first two chapters state the theoretical background of the research work; that is to say the literature review. The third one is devoted to the practical part. The first chapter tackles an overview about conducting a research: its definitions, types, methods, tools of collecting/ analyzing data and the strategies of writing a good research. The second chapter deals with an overview about note taking, definitions and importance, its functions and purposes, the different methods of note taking, the characteristics of the good note taker and finally the importance and effectiveness of Note Cards in Writing a research. The third chapter is devoted to the practical part, which includes the analysis and interpretation of the data gathered. Finally a general conclusion which provides some truthful points in terms of recommendations and pedagogical implications that

may help EFL students to choose an effective note cards technique while writing their research.



## **Chapter One: Research Writing**

### Introduction

#### 1.1. Definition and Importance of Research

#### 1.2. Research Problem and Hypotheses

##### 1.2.1. Research Problem

##### 1.2.2. Hypotheses

#### 1.3. Types of Research

##### 1.3.1. The Quantitative & Qualitative research

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#### 1.8. Strategies of Research Writing

##### 1.8.1. Finding a Topic

##### 1.8.2. A unique thesis statement

##### 1.8.3. Remembering the Audience

1.8.4. Selecting effective Sources

1.8.5. Avoiding Plagiarism

1.8.6. Grammar, Spelling and Punctuation

1.8.7. Formal Language

1.8.8. Referencing

1.8.9. Writing up

Conclusion

## **Introduction**

Writing a research is considered as one of the most important tasks in EFL learning and teaching. It is a beneficial tool for good communication because it enables researchers to comprehend what the others say and what they write about specific topics. This chapter sheds light on writing a research by providing various definitions of the term research and its importance, problematizing and hypothesizing, the research methods, the different types of collecting data and its analysis. Eventually, the main point that this chapter seeks to cover is the various strategies that help students write a good research.

### **1.1. Definition and Importance of Research**

Research is defined differently according to different researchers; Jonker, Pennink (2010, p.9) stated that writing a research necessitates a systematic search for the purpose of generating new knowledge and it is a way of answering unanswered questions. Rubin et al (2010, p 3) asserted that research is a methodical investigation which includes procedures and methods that are related to a specific subject

Grinnell, (1993, p 4) insisted that “the word research is composed of two syllables, re and search. The dictionary defines the former as a prefix meaning again, a new or over again and the latter as a verb meaning to examine closely and carefully, to test and try, or to probe. Together they form a noun describing a careful, systematic, patient study and investigation in some field of knowledge, undertaken to establish facts or principles” (as cited in Kumar, 2011, p. 7).

Kothari (2004) claimed that a research is a systematic method that starts by selecting the problem, making the hypothesis, gathering data and analyzing facts and formulating conclusions (p. 2). From the previous definitions, we conclude that a research is a scientific and systematic operation which legitimizes the old knowledge and produces new ones; it starts by the problematic and ends by the analysis of collected data which lead to conclusions.

## **1.2. Research Problem and Hypothesizing**

### **1.2. 1. The Research Problem**

Kumar (2011), asserted that: “a research problem is like the foundation of a building” (p. 44). That is to say, if the research problem is well formulated and designed, the researcher will obtain a good study (p. 37). Next, Kothari (2004) indicated that a research problem is a crucial step in the process of research in which a researcher should find a “solution” to the problem selected and it should be defined clearly and intelligently to enable the researcher to distinguish between reliable and unreliable data (pp.25- 26).

According to Meenaghan and Twoomey (1985, p.38) “Potential research questions may occur to us on a regular basis, but the process of formulating them in a meaningful way is not at all an easy task” (as cited in Kumar 2011, p. 43). Besides, Cohen et al (2000) indicated that Problematizing is not just focused on ‘facts’ but it is a combination of emotions, opinions, concepts, figures and a lot of things (P.6).

Mackey and Gass (2005) suggested that questions must include prevalent “issues” and they should be “narrow” in order to be clear and easy to answer (p.16). Jonker and Pennink (2010) identified two types of questions the open and closed questions. The former is broader and makes a general and unclear view of the problem. Thus, it is an important question because it seeks a situation and gives an accurate explanation of the problem. However, the latter is not general, rather it is specific and limited (p.11).

### **1. 2.2 Hypothesizing**

Mackey and Gass (2005) defined the hypothesis as “a type of prediction found in many experimental studies; it is a statement about what we expect to happen in a study” (p.100). So, it is probable and an unexpected. They further claimed that there are two types of variables; the independent variable which offers the “cause” of the phenomenon. However, the dependent variable is determined to “measure” the impact of the independent variable.

Hence, Dornyei (2007) indicated that “the independent is the antecedent and the dependent is the consequent (P. 32).

Howitt and Cramer (2000, p. 5) pointed out that a research hypothesis is the prediction and suggestion of the research and of what may happen and it states how to explore the relationship between the two variables. He further suggested that there are two types of hypotheses The Directional and Non-Directional. The former is specific; it gives the exact expectations and relationship between the dependent and the independent variables. The latter states a reciprocal relationship between the two variables. Kothari (2004) indicated that the hypothesis is the most important step in a research; it should be “limited in scope and must be specific”. He pointed out that the process of testing a hypothesis comprises three steps. First, building your suspicions, second collecting the necessary data, third analyzing the collected data and formulate a conclusion that may be distinct from the assumptions made in the beginning (pp. 184-185).

Kothari (2004) defined the hypothesis as a set of propositions and suggestions to be “proved or disproved” (P. 184). He further suggested that there are two major types of hypotheses: Null Hypothesis, also known as Zero Hypothesis. Here the researcher supposes that there is no connection between the independent and dependent variables (Howitt & Cramer, 2000, p. 5) however with the Alternative Hypothesis (H-1), there is a relationship between variables and they are associated with each other.

### **1.3. Types of Research**

#### **1.3.1. Quantitative and Qualitative Research**

There are two main approaches to deal with research, qualitative and quantitative. Blaxter et al (2006, p. 199) indicated that a qualitative research can be “qualified” while the quantitative can be “quantified”. Qualitative research is defined by Mackey and Gass (2005, p. 162) as “research that is focused on descriptive data does not make (regular) use of

statistical procedures.” They further stated that the tools used for qualitative research are: Ethnographies, Interviews, Diaries / Journals, Case Studies, Observational Techniques. (p. 167). Crewsell (2014) stated that Qualitative researchers employ open ended questions with the purpose to give participants the chance to express their opinions”. (p. 10).

Penink and jonker (2010) pointed out that Quantitative Research is often regarded as being purely scientific, justifiable and based on facts. It is often reflected in exact figures. Conversely, qualitative research is often regarded as ‘messaging around’, being ‘vague’, not scientific and not following a structured plan (38). Bouley (2009) claimed that “The power of quantitative data is in the numbers involved and their statistical significance” (p.132).

### **1.3.2. Applied and Fundamental Research**

Kothari (2004) indicated that applied research is established to find solutions/conclusion for a certain problem or phenomena and it is based more on applications/actions rather than theories, whereas, fundamental research (known also as “pure” or “basic” research) focuses on “generalizations of theory”, collecting information and constructing new knowledge. This type is concerned with “natural setting”, “pure mathematic” generalizations of “human behaviors” (p.3).

According to kumar (2011) “Pure research is also concerned with the development, examination, verification and refinement of research methods, procedures, techniques and tools that form the body of research methodology”. This means, it is a scientific, theoretical and pure research (p.10). Mackey (2001) states that the basic research is used in those fields like “biology”, “physics”, “astronomy” in order “to inquire knowledge for the sake of knowledge”. (p.4). Basically, the pure and applied research are used interchangeably and each one completes the other since the applied research helps to generate theories or basic research then these theories assist the researcher to make practices and they add more organizations to the pure research (Kothari2004, p.3).

## **1.4. Research Methods**

### **1.4.1. The Descriptive Method**

Marais & Mouton (1988) defined a descriptive method as “the in-depth description of a specific individual, situation, group, organization, tribe, sub-culture, interaction or social subject”. This means, it is a qualitative method that is focused on a deep description since there are no statistics.

Kothari (2004) asserted that in the descriptive research, the investigator should always avoid the subjectivity and he/she must gather reliable data. He further suggested the following steps to help the researcher design a descriptive study. First, identifying the objective of the study; second, choosing the appropriate method of data collection; third, selecting a sample or instrument; fourth, collecting and processing a valid and relevant data; fifth, formulating the conclusion (p.37-38).

According to McCann (2007) there are two types of descriptive methods, the Correlational Method and the Causal-comparative Method. The Correlational tries to determine the relationship between variables. However, the Causal-comparative Method examines the casual relationship between the independent and dependent variables (p.50). Mackey and Gass (2005) stated that the correlational research does not manipulate the two variables but determines their relationship (p.284).

### **1.4.2. The Scientific Method**

Cohen et al (2000) stated that the scientific method is empirical in its nature. Its procedures do not only show how the results were found, but rather they adequately evident in a way that future comrade-scientists are able to repeat them (p.15).

Accordingly, Kothari (2004) explained that “scientific method implies an objective, logical and systematic method” (p.10). So, it is the method that does not include personal bias and represents qualities of a phenomenon in a way the researcher can check them. A method

guided by the rules of logical and reasoning. The scientific method maintains order and implies internal consistency.

### **1.4.3 The Experimental and Non –Experimental Method**

Howitt & Cramer (2000) indicated that “Experiments involve intervening in a situation in order to see whether this intervention changes things” (p. 9). So, it is the interference of the researcher to make a test on the participants then he/she analyzes whether this test causes changes or not (p.9). Kothari (2004) defined the experimental method as a process in which the experimenter investigates hypothesis of casual relationship between variables (p.39). Cohen et al (2010) defined the variable as something that varies according to multiples factors; the independent variable (IV) is the supposed cause or stimulus, while the dependent variable (DV) is the supposed effect or response (p.211).

Mackey and Gass (2005) claimed that there should be two groups that selected randomly to identify the sample design, the Comparison Group and the Control Group. The former receives treatment and intervention. However, the later does not receive any treatment, but it examines the results of the experimental group to see whether the experiment is successful and effective (p. 146). In this context, Cohen et al (2010, p. 123) pointed out that randomization ensures equivalence of the two groups.

Frequently, if the selection of groups is not random, so the method of research is Non - experimental. Howitt & Cramer (2008) stated that “non-experimental studies are the simplest form of research”. It might merely involve asking people about their behavior and/or that of others. This can be done face-to-face as in an interview or alternatively, people may complete a questionnaire (self-completion questionnaire) which they return to the researcher” (pp.11-12).

## **1.5. Data Collection Tools**

### **1.5.1. The Case Study**



The case study was introduced by Frederic Le Play in the field of Social Sciences in 1928. Then, it was defined by many linguists. According to Woodside (2010) “Case Study Research is an inquiry that focuses on describing, understanding, predicting, and/or controlling the individual (i.e., process, animal, person, household, organization, group, industry, culture, or nationality)”(p.1). This means a case study is a descriptive and qualitative inquiry that examines phenomena in authentic situations. He further suggested that a case study is not limited to specific methods but rather it uses both qualitative and quantitative methods. Duff (2008) indicated that the researcher uses the case study to produce new theories and hypotheses (p. 5).

Stake (1994) identifies three main types of case studies: (a) intrinsic case studies (studies that are undertaken in order to understand the particular case in question); (b) instrumental case studies (examining a particular case in order to gain insight into an issue or a theory); (c) collective case studies (groups of individual studies that are undertaken to gain a fuller picture) (as cited in Cohen et al 2000, p.183).

Kothari (2004) listed the advantages and disadvantages of case studies. First, they assist the researcher to make pertinent hypotheses during the collection of data which helps to test them correctly. Second, the case study offers the researcher a real experience which maximizes the ability to analyze and gain authentic results through “written reports”. It is also suitable for studying historical events.

At the level of disadvantages, he stated that case studies consume a lot of time and they are not realistic because they are focused on several hypotheses. Also they are often difficult to generalize because the subjectivity of the investigator handicaps the implementation of this method. (p. 115-116).

### 1.5.2. The Questionnaire

A questionnaire is considered as the most common used method for collecting data in the teaching or learning contexts. In this context, Blaxter et al (2006, p.179) stated that “Questionnaires are one of the most widely used social research techniques. The idea of formulating precise written questions, for those whose opinions or experience you are interested in”. So, the questionnaire is based on asking questions and finding answers about an issue or subject in a written form.

Cohen et al (2000) argued that it is important to begin the questionnaire by concepts of confidentiality, anonymity to make the respondents feel comfortable and not hesitate to answer (p. 259). Then, Kothari (2004, P.100) indicated that A questionnaire composes of questions typed orderly “on a form or set of forms”. Besides, Kumar (2011) mentioned that a questionnaire is a “written list of questions” that is answered by the informants and its’ design must attract the eye of the reader through the simple and the clear language. (p.118). He further listed two advantages of the questionnaire. First, the questionnaire saves time and it is an economical instrument of data collection. Second, the anonymity makes the participants feel comfortable and motivates them to give more honest responses.

Cohen et al (2000, p.248) indicated that a questionnaire can be administered by different ways in which the questions can be asked. The dichotomous questions require yes /no answers; multiple choice questions provide different possible answers and the recipient chooses his/her answers from a list of suggested responses; rank ordering suggestions asks the participants to order by identifying priorities, rating scales asks respondents to order items by identifying degrees of response; open –ended questions the participants are free to express their ideas and opinions.

### 1.5.3. Observation

Kumar (2011) defined observation as the process of gathering “primary data”. Also, it is a systematic and selective tool that controls the interaction/phenomena where it takes place. He further suggested that observation includes the participation of the researcher in the activities which help him/her to observe the informants in their lives and examine their behaviors and activities. While, the non-participant observation happens without the involvement of the researcher in the activities but she/he catches the information needed and formulates a conclusion through observing their behaviors and activities (p.141).

Mackey and Gass (2005) indicated that the process of observation is used through the mixture of “field notes” which includes opinions, reactions and audio or “visual recordings” which assist the researcher in giving a rich description and analysis of participants activities and behaviors (P. 175). In this regard, Cohen et al (2000) indi

cated that there are three types of observation. Structured / standardized, semi-structure/unstructured. Structured/standardized observation is based on hypothesis –testing because the hypothesis is already decided and the data which is collected from the observation is used to confirm or reject the hypothesis. So, in this type the researcher knows what she/he is looking for before starting the process of observation. In semi-structured observation, the observer watches and listens to the attitudes and behaviors of the respondents to generate a hypothesis about a particular topic. In unstructured observation, the researcher does not know what she/he is looking for and he generates a hypothesis after she/he completes his/her observation (p.305).

According to Hopkins (2008, pp.76-77) observation moves through five stages: (1) Joint Planning, is the conversation between “the observer” and “the observed” to plan and organize for observation by discussing some issues related to it such as the place, roles and so on. (2) The Focus, takes two forms “general” or “specific”. The former is more “subjective”

and concentrates on “everything”. However, the latter is more limited to specific and “well-defined” practices. (3) Establishing Criteria is to fabricate a “checklist” that represents the characteristics which the observer will examine. (4) Observation Skills are divided into three skills (a) “judgment”, a researchers must avoid judging people but let them express their ideas and thoughts ,(b) “interpersonal” which investigates how peoples’ communicate with each other,(c) “schedules” or “checklists” in order to record what is happening during the observation. (d) “Feedback”, to evaluate the credibility of observation.

#### **1.5.4. Surveys**

According to Blaxter et al (2006) the survey includes “systematic” observation or “systematic” interviewing. They ask the questions and enquiries which the researcher needs to answer and sometimes they transcribe the answers that may be asked (P.76). Besides, Howitt& Carmer (2000) stated that surveys are statistics or suggestions of people who have a specific kind of experiments and life style. Surveys are beneficial for people to find important facts and to help the researcher collect essential results from people (p.74).

According to Kothari (2004, p. 120) “Surveys are concerned with describing, recording, analyzing and interpreting conditions that either exist or existed”. That is to say, surveys are the investigation of the past and present issues. Mackey, L (2006) pointed out that surveys are very essential tools for teachers to discover more “the background, habits, and preferences” of their learners and provide information that can be use in curriculum development (PP. 35-36). Next, Cohen et al (2000) state that surveys collect data at a specific point in time with the aim of describing the existing conditions, or determining standards or the relationships that exist between specific events (p.169). He further suggested that Surveys typically work on large scale data for example questionnaires, test scores, attendance rates, results of public examinations etc., all of which can allow making comparisons over time or between groups (p.172).

### **1.5.5. The Interview**

Mackey (2001) claimed that interviews are always related with “survey based research” and this instrument is used by qualitative research (p.173). Cohen et al (2007, p. 267) defined it as “Interviews enable participants be they interviewers or interviewees to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view”. So, the interview is a verbal conversation between participants to collect valuable data about a particular subject. Besides, Kumar (2011) pointed out that a researcher must design his interview by formulating and choosing the “wording” of the questions whether simple or complex. The researcher also decided how to make their order and the way in which they are asked.

According to Cohen et al (2000) the interview allows the informants to examine and evaluate their interpersonal skills in real situations by exchanging ideas and opinions. He further suggested three types of interview. The first type is “the individual interview” which is the “verbal conversation” between the interviewer and the interviewee. The second type is “group interview” which is a discussion among the interviewer and a group of subjects to collect relevant data. The researcher in this type works on a big numbers of answers. The third is the “focus group” which is the interview between the members of the group who interact with each other about a particular topic while the researcher records the discussion in an “unnatural setting” (p.288).

### **1.6. Sampling**

Kothari (2004) pointed out that the sample is the representation of numbers of elements included in the sample “the size of the sample” and it must be identified before data are collected (p.56). Howitt & Carmer (2000) claimed that “a sample is a small selection from a population” (P.74).

According to Kumar (2011, P.25) the reliability of the results relies on the way of selecting a sample. During the process of sampling the researcher must try to achieve two key objectives of sampling “the avoidance of bias” of a sample and “the attainment of maximum precision for a given out lay of resources”. He further suggested that there are three kinds of sampling design: the probability sampling designs, non-random/ non probability sampling designs and mixed sampling designs.

### **1.7. Data Collection and Analysis**

According to Kothari (2004, p.122) the data analysis aims at investigating the relationship that exists between “patterns” in order to formulate findings and answer questions. Broadly speaking, the collection of data passes through two approaches quantitative (numbers) and qualitative (words and everything else). These approaches determine the way in which the data can be analyzed. With qualitative data, the investigator tends to become subjectively immersed in the subject matter while in quantitative research the researcher tends to remain objectively separated from the subject matter. Thus, the researcher should use both of them since there is no research without words and numbers (Blaxter2006, p.199).

After the collection of data, the researcher moves to analysis. Kothari (2004) claimed that the analysis of data passes through associated processes; edition, coding, classification and tabulation of gathered data (in order to summarize the collected data) and the answer of the research questions. He further suggested that the term analysis represents numerical, statistical language to produce an organized announcement about the relationship between variables, and to find a conclusion or solutions to the research problem (p.122).

### **1.8. Strategies of Research writing**

There are many strategies that help the researcher make a good study. Some of them are as follows:

### **1.8.1. Finding a Topic**

According to Stark (2003) choosing a topic for a dissertation can appear “overwhelming” because there are a lot of essential details to select from. First, the researcher should think and organize his/her notes by brainstorming the interesting ideas. Second, she/he can make a list that contains two important topics then select one of them. Third, the broad ideas should be narrowed in order to conduct a research easily (p. 21).

Donald & Keneale (2009) stated that the researcher must select a topic that contains sources and should be suitable for the Language Specialty, because the topics of pure historical, musical, sociological or artistic nature seem inappropriate for the degree scheme and the marks may be bad. The supervisor is the best guider for the researcher in the selection of the relevant topic (p. 204). Thus, selecting a topic is a crucial step for the success of the research process.

### **1.8.2. A Unique Thesis Statement**

Lipson (2005) indicated that a thesis statement, argument and main questions should be put early in the paper. Also, they should be stated briefly and directly. In addition, the “key words” must be presented in a simple and clear language because these words make the “core Vocabulary” for the research and they are used repeatedly in the whole thesis. The necessary details should be placed in the first part of the research along with the major questions and arguments. Then, the other steps of the thesis should be stated to make the reader comprehend the following discussion of the topic (pp. 143-144).

Basically, thesis statement is the work that requires giving information, context, and “contending perspectives”. O’ Hara (2005) mentioned that writing a good thesis statement is probably the most difficult step because the researcher makes a summary by his/her own words from what others said (p.132).

### **1.8.3. Remembering the Audience**

To write a successful dissertation, one should take care for readers, the ones who want to understand the topic so they have to be provided with a simple language and convincing arguments. In this sense, Lipson (2005) stated that the researcher should take into consideration that she/he is writing for readers/audience. Therefore, she/he must convince them that his/her explanation represents good results linked to an essential issue. Also, it is important to show them that “his/her topic is very interesting, his approach is fruitful, and the conclusions are logical and well grounded”. Most of research readers are professionals and well cultivated people; so, they need correct information, concise ideas and reliable analysis. Therefore, the data should be presented to them clearly and directly (pp.144-145).

### **1.8.4. Selecting Effective Sources**

Stark (2003) stated that Primary Sources make any research paper valuable. They are always extraordinary and offer the chance to make the researcher’s own conclusions. Secondary Sources are also so beneficial especially the table of content, the index, the bibliography and the footnotes (citation) are the parts that guide the researcher through the chapters (P. 33). He further suggested that using internet is a very beneficial tool for gathering information; just by typing the issue into one of search sites/ engines that provide many facts and details about all types of topic. The researcher must organize them in advance in order to get various and reliable sources for the dissertations (P. 29).

O’Hara (2005) stated that the common place to get resources is the library. At the library, the researcher can find the reference books and check them. With the computer device, she/he can just type the key words in the title, author, subject to get the needed material using the card catalog “physical or its computer counterpart”. Moreover, it offers to the researcher the call letter of the book, and guides him/ her to get where the book is registered and provides him/her with some details about the book (pp. 118-119).



He further indicated that the internet also is the source of finding information where the researcher can use a search engines (such as Google). Then, she/he can download available articles or books in his/her computer, and print copies of those which seem necessary to his/her topic (pp. 105-106). Bouley (2009) mentioned that the internet has huge advantages and the biggest one is that it's "available 24 hours a day". The researcher can use it whenever and wherever she/he wants t (p.187).

### **1.8.5. Avoiding Plagiarism**

Blaxter et al (2006) explained that "Plagiarism most commonly occurs accidentally or unintentionally", when writers are unaware of the importance of citing what other people said. Specifically, when making a piece of writing for assignment or publication, they get a bad reputation. So, the quote and the name of the original source should be cited (p.246).

O' Hara (2005) explained that "Plagiarism is when you take someone else's words or ideas and present them as your own". That is to say, the researcher must be careful when writing a research he/she should note what she/he has quoted from a various sources (magazine article, Web site, reference book, and so on). Basically, copying and pasting the information makes the reader know that is not the writer's information but is from another sources students complain that referencing sources means that they are the opinions of the others and not their own. However, a good paper has a combination of both. Citing information not only avoids plagiarism but also shows to the readers that the facts she/he presents are by experts and professionals in this topic (p.126).

Bouley (2009) indicated that the best ways to avoid plagiarism from the internet are: First, the researcher should write the questions to get answers on the Internet. Second, the researcher should write down all the URLs with useful information. Third, she/he should check the information from various sources. Forth, the direct quote should be summarized in

his/her own word. At the last step, the researcher should debate any hard steps of the material with relatives, friends and the supervisor “usually a good listener” (pp. 186-187).

Lipson (2005, p.47) suggested some tips on avoiding plagiarism: “When in doubt, give credit by citing the original source”. So, a researcher should take into consideration that:

- 1) The author’s original words should be enclosed in quotation marks and included as a citation.
- 2) The longer quotes should start by block indentation (without quotation marks), followed by a citation in a note.
- 3) The researcher should paraphrase another author by using his/he own words and style.

#### **1.8.6. Grammar, Punctuation and Spelling**

Students who respect the rules of grammar make their papers strong and receive a better evaluation. In this sense, Lipson (2005) stated that grammatical rules make contact easier and more relevant. That is why the researcher should know and use them correctly (p.151).

According to Blaxter et al (2006) many researchers even the professional ones face many obstacles when they write their thesis especially in grammar, punctuation and spelling, because most of them did not have primary knowledge of English. Hence, the readers become annoyed and frustrated by the writer’s mistakes. When the researcher writes his/her research on the computer she/he may use some options that software provides for correcting errors of spelling, grammar, and for suggesting other words to use (p.244).

Stark (2003, p. 82) explained that grammatical errors can be difficult to correct in comparison to spelling errors. Typically, most of the computers underlined sentences that are not well constructed (fragmented) or have wrong rules of grammar. Therefore, the Use of the grammar detector on the computer helps the researcher to check his/her mistakes. He further claimed that the sentence which does not have meaning, contains over four lines, does not

include a proper noun or a verb must be omitted or modified. Moreover, the researcher should make sure that all verbs are conjugated in the appropriate tense.

### **1.8.7. Formal Language**

Stark (2003) stated that writing a research is a skill of conviction because the researchers must persuade the readers. In other words, writing a research is based on the convention of the readers. Every word included in the paper should be calculated. The researcher should write with a simple language and avoid the difficult words. Moreover, she/he should write with more formal language and avoid the dialects that make the research less professional (pp.63-64). Lipson (2005) mentioned that the use of language depends on the style that the supervisor prefers.

### **1.8.8. Referencing**

Citing a source seems boring and unnecessary but it offers the credibility and reliability for the dissertation. It saves the researcher from the risk of plagiarism. O' Hara (2005) mentioned that the author's words or opinions must be cited/referenced. This later, can be used through various methods whether footnotes or endnotes (list of references), or in-text citations. Therefore, the researcher must know the format of citation whether Works Cited page or Bibliography (p. 109).

Stark (2003) stated that a bibliography is an important part of the paper because it helps the other researcher who are interested in the same topic. The good bibliography works as mini library for the readers because it offers to the others "a starting point and a handy list of titles for their own projects and assignments" (p. 98).

### **1.8.9. Writing up**

In the process of researching, the researcher is not just a researcher but a writer as well, because the two skills are joined to each other. The good organization and the simplicity of the language are the best ways to motivate the readers and convince them (p.143).

Blaxter et al (2006, pp.233-234) claimed that “Research without writing is of little purpose” this means that writing skill is an essential part and a completing part of the research process. The research writing starts directly during the selection of the topic. He further suggested that writing up a research needs particular skills and steps of organization, so a dissertation should include:

- 1) An introduction at the beginning, conclusion at the end of each section/chapter and recommendations / results.
- 2) Separate sections or chapters which are cut into sub-sections or sub-chapters and each one of them should contain its own introduction and conclusion.
- 3) References should be put in a form of bibliography at the end of the dissertation.
- 4) The thesis also should contain some illustrations tables, diagrams, charts.....
- 5) A number of “Prefatory Sections” such as preface, abstract, dedication, acknowledgement and supplementary sections like the appendices.

### **Conclusion**

Research writing is a vital task in any academic field. This chapter sheds light on the theories related to the main steps and principles of writing a good research. It explores the definitions of the research process and its components like problematizing/ hypothesizing, the types and methods of research. In addition to that, the tools of collecting reliable data such as the questionnaire, observation, surveys. Finally, it discusses the strategies that researchers should follow for establishing a good research.

## **Chapter Two: Note-taking (Note Cards)**

### Introduction

#### 2.1. Definition and Importance in EFL Learning Context

#### 2.2. Functions and Purposes of Note Taking

#### 2.3. Characteristics of the Good Note Taker

##### 2.3.1. Selectivity

##### 2.3.2. Identifying the Author's Own Thought

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##### 2.4.3. The Cornell Method

#### 2.5. General Techniques of Note Taking

#### 2.6. Note Cards and its Role on writing a research

##### 2.6.1. Techniques of making good note cards

### Conclusion

## **Introduction**

Note taking is an important strategy for students inside and outside the EFL classroom for both theoretical and practical reasons. Since, it allows them to have a permanent record of all the information captured from various sources. In addition to that, it avoids the risk of plagiarism while writing a research. This chapter discusses note taking as a vital phase for researchers. It provides the definition of note taking, its functions and importance in EFL context. It further presents the main characteristics of the good note takers, methods of how to record data in a visual way. Also, it stresses the role of Note Cards as a useful strategy to help students conduct their research.

### **2.1. Definitions and Importance in EFL Learning Context**

Note taking is an essential strategy that should be used by EFL learners to promote their academic achievement. It is defined differently by many scholars. Hartley (2002) claimed that taking notes from what we are watching or listening is considered as one of the various techniques that we use in our daily life to recall and register information (P. 57). In that context, Bonner and Holliday (2006) assume that note taking is the most common learning skill. Its purpose is the registration and organization of information in a written form. Also, it is considered as the best solution for solving problems in examinations (p.787).

According to Arslan (2006) note taking is an essential strategy because it holds the main concepts, uses for future revision. Also, it maximizes the concentration and motivation of students (P.56). Moreover, note taking is the key of academic success in learning and it serves as a supporting procedure for learners to improve their learning styles. O'Hara (2005, p. 70) indicated that note taking is important because it develops the researcher's abilities to remind him of the main items of the topic.

Note taking is very crucial when one acquires knowledge whether by reading or listening through selecting and registering necessary points. It merges various skills in order to record the information for future revision. Also it gives learners self-confidence and security.

## **2.2. Functions and Purposes of Note Taking**

Note taking is a powerful device in recording the important information also it serves the learners in organizing and improving their personal interpretation of the new materials. Kiewera (1989) argues that Note taking is divided into two parts “storage” and “encoding”. The former means that students who review notes which are registered in a written manner are encouraged to remember and recall all the information. In addition to that, it gives them the chance to make a better connection and organization between ideas. However, the later ‘encoding function’ means registering notes. It facilitates the learning process even in the absence of reviewing (pp.147-149).

According to Boch & Piolat (2005), Note taking is a crucial strategy “to record information or to aid reflection” (p.101). It produces an external storage in which the note taker can promote future performance. They further argued that note taking is often used in an educational context where the transmission of information is necessary. Hence, it is considered as a useful tool for a better retention.

Weener (1974) emphasized that note taking is a very essential in pedagogical situations. The major effects of note taking appear “intuitive” and follow some general principles of learning. First, the note taker is an active learner, she/he achieves better results in the learning process. Second, note taking gives students the opportunity to recognize and elaborate the new materials into a “cognitive structure” (p.35). So, it holds the information in their mind and it makes a better organization of materials. Next, Peper and Mayer (1986)

concluded that note taking is a “generative” strategy that helps students to build a connection between what is presented and their prior knowledge (p.145).

Wong (2009.p, 253) claimed that the system of note taking serves a set of advantages; first, students who achieve better grades take better notes. Second, it helps the learner to produce comprehensive notes that can be used later on. Third, it is a useful system in which it provides shorting huge amounts of information into an organized way in order to learn and review. Finally, effective notes save time and efforts and record data longer in the working memory.

### **2.3. Characteristics of the Good Note Taker**

#### **2.3.1. Selectivity**

A Good note taker or the good researcher should be selective when she/he reads by choosing reliable information. Lipson (2005) pointed out that the process of reading and the effective selection of the important notes play an essential role on writing a research (P. 62).

Renée and Simonet (1988, p.40) pointed out that researchers should select the aim for reading and read only the principle parts of the text slowly and the notes should be separated from each other. Purvis (1978, p. 1) indicates that learners should highlight the major thoughts needed afterward. In this regard, Ellis (2013, p.166) states some tips to help the note taker take effective notes.

- 1) The notes should be separated and summarized, especially the difficult parts of the chapter/article.
- 2) The author’s thoughts must be put in “quotations marks”.
- 3) The book or articles should be summarized in a “Note Card” by using the researcher’s own words.



### **2.3.2. Identifying the Author's Own Thoughts**

Lipson (2005) stated that many researchers make plagiarism because they take bad notes and they are not able to compare their own words with the author's notes. Thus, to overcome such issue, the writer must put the letter "Q" at the beginning and the end of each quote. Also, she/he should put the page number of the book, article and web sites she/he uses. This system is easy and effective (data plus Q- quote) because the researcher will be capable to cite correctly without returning back to the original source (p.42).

Strang (2016) suggested these top note taking skills in order to become an effective note taker:

- 1) The skillful note taker should keep all the needed instruments in his/her hands, whether pen, laptop and tablet.
- 2) The writing of notes should be neat and clear in order to make notes easy to comprehend and review later.
- 3) The notes should be organized in the paper to facilitate the reading process. Thus, the note taker should note the major titles, dates, places, time, and authors.
- 4) The note taker should focus on the important elements which provide efficient information.
- 5) All the details should be stated in the researcher's own words.
- 6) The note taker should consistently use abbreviations, this saves time and helps him/her to take notes quickly. Also, she/he can shorten the information into pictures and diagrams' format.

## **2.4. Methods of Note Taking**

### **2.4.1. Mind Mapping**

Bukhari& Saima (2016) indicated that "students' who were taught through Mind Maps, improved cohesion and coherence; content paragraph structure and length in writing"

(p. 58). He further suggested that mind maps help the researcher to collect details that are in association to the major topic (p.62). That is to say, mind mapping techniques improve the researcher's writing since it makes an organized plan to the content of the whole research.

Forand, Hussain and Hennessy (2002) stated that the mind map is a beneficial technique which represents information that is gathered from several sources into a visual spatial form. It is the best technique to increase motivation among the appliers and the memorization of the new information (p.426)

Mind Mapping is an effective method that maximizes comprehension/ concentration during the process of learning. It makes the researcher more active and it develops critical thinking. Mapman (n.d, p. 31) states that the mind map is a data visualization which allows the person to produce an outline for the information as it relates to a specific concept. He further suggested that there are different steps to make a basic mind map:

- 1) The mind map should start by choosing a large topic in which the note taker uses fleshes to connect between words and ideas. Also a reliable mind map must discuss only one topic.
- 2) The mind map must include the key words that have a relationship with the major concepts, not phrases or sentences.
- 3) The successful of mind map based on images and symbols in order to convey the message of its content to the reader.
- 4) The mind map must involve shapes and forms to make a relationship between words and images that the note taker used before.
- 5) The attractive mind map contains various colors to show relationships between concepts.

He further indicated that a mind map empowers both verbal and non-verbal communication; it provides lists and sequences that show the connection between aspects in a visual picture. It also supports the writer to think from a broad to a narrow scope. Moreover, it encourages the note taker to become more active and creative (p. 160).

According to Ellis (2013), mind mapping is the method that would be realized through these steps:

- 1) The mind map must start by choosing a white paper or an electronic tool like creating a software mind map which involve graphic, photos, and URL links.
- 2) Determine the main concepts of the lecture, article or chapter: when one hears or reads, he should highlight the major ideas and write/circle them in the middle of the paper. He can also write the words with big letters.
- 3) The ideas should be shortened into key words by using signals/abbreviation. The key words occupy the majority of the note taker thoughts.
- 4) The Mind Map should involve only the necessary ideas, for example the researcher can create a mind map to sum up the main ideas in the chapter (p.160)

#### **2.4.2 Out Lining**

Out lining is a helpful and useful method which helps researchers to organize their notes in a structured way. Muirhead (2005) stated that outline technique is a very important technique for enhancing the written research because it gives the researchers the chance to revise their notes in an appropriate way. Also, it improves the quality of student writing (pp. 17-23). Besides, Ellis (2013) claimed that outlining is the method that represents a relationship between the main and supporting ideas. The outline helps the writer to record the ideas and organize them in good manner. Technically, each “word”, “phrase” or “sentence” in the outline is called a “heading” and this later is composed of three levels:

- 1) The main subjects that the note taker read before should put in the first level of heading.
- 2) The key items that are associated to each subject in the first level of heading should be placed in the second level of heading.
- 3) The details and facts which clarify the previous heading are to be placed in the third level of heading (P.161).

Policastro (1975) indicates that “outlining should be the first note taking method taught”. He suggested that the outline makes the information comes in a sequenced way and it gives scientific words as well as keeps the ideas related to each other (p.374). In that, Pevenburgh (1955) pointed out that most of students now see the outline not as a general “annoyance” but as something they can rely on to organize their ideas for any paper they have to write (p. 217). Besides, king (2012) stated that the outline plays a beneficial role in the writing process because it makes a plan for the paper in order to recognize the information in a good way. He also indicated that this technique is very crucial “prewriting step” for beginners to gain better texts (p. 256).

According to Wong (2009), in order to succeed in making an outline, the researcher should follow these guidelines; first, the note taker must start with the first line and write complete sentences. Then, she/he must pass to the second line and do the same thing by relating them to each other. Second, the note taker must include all the necessary points in his/her out line. Third, the writing of key words in the right of the lines facilitates the process of reviewing and editing. Finally, after collecting all the details the note taker should write a summary that includes the major points and brief supporting details (p. 277).

Adopted from “Essential study skill” by Wong, L, (2009), p. 275.

- Title:**
- I. Main headings or topics use Roman numerals.**
    - A. Subtopics use capital letters.**
      - B. Subtopic**
        - 1. Supporting details use Arabic numerals.**
          - 2. Supporting detail**
            - a. Minor details use lowercase letters.**
              - b. Minor detail**
                - (1) Subideas of minor details use Arabic numerals inside parentheses.**
                - (2) Subideas of minor details**
- C. Subtopic**

**Figure 2.1** Wong’s Example of a Formal Outline.

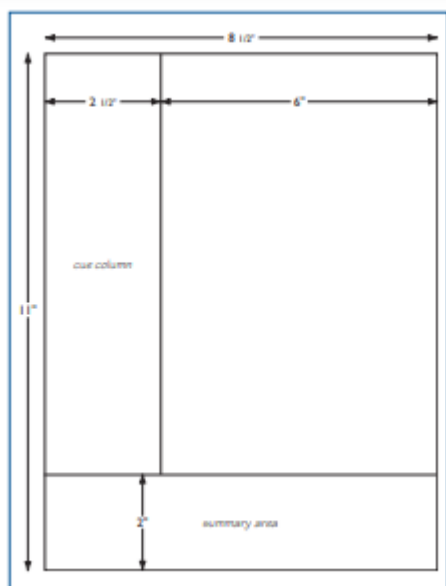
### 2.4.2 The Cornell Method

The Cornell method is the simple and efficient method for summarizing and organizing notes in a short period of time. Wong (2009) indicated that the Cornell method was introduced by Dr. Walter Pauk at Cornell University. He claimed that the aim of this system is to write relevant information. Thus, in order to prepare for Cornell note taking the note taker should draw a two -and- one- half-margin down the left side of his/her notebook's paper.

Pauk (2001) claims that the right column is used to "capture the lecture's ideas and facts however the left column includes questions which are related to the main points" (p.238). These questions in the cue column "help clarify meaning, reveal relationship, and establish continuity and strong memory". That is to say, the Cornell method helps the researcher to select the necessary information through formulating questions that create cohesion and coherence of the content and make the researcher remember what she/ he writes (p.237). Faber et al (2000) pointed out that students who use the Cornell method achieve better results than the students who do not use this method (as cited in Quintus, 2012, p.30). This indicates that this method improve students comprehension and achievement.

Quintus et al (2012) stated that when students are using the cue column and summary area, they take better notes which help them to review their research in a useful manner. This gives them an organized system that can improve their comprehension and achievement (p.31). They further suggest that when learners face difficulties during the Note Taking process, the Cornell method is the best solution to solve those problems.

Adopted from: “How to study in college” by Pauk, w& owens, j,k, R, (2011), p. 245



**Figure 2.2** Pauk's & Owens Cornell Note Sheet

According to Ellis (2013) the major element of the Cornell method is the cue column which gives a lot of advantages to the user method. So, in order to use the Cornell method, the student should follow these steps:

- 1) The Format of the paper should contain a horizontal line that makes the cue column.
- 2) The note taker should leave the cue column blank and writes down in “the right hand side” paragraphs, sentences, charts ...and avoids noting in the cue column because he/she will need it later.
- 3) The notes in the Cornell method should be short because adding a lot of words ruins its format.
- 4) The summary at the end of each paper should shorten all the notes.
- 5) The note taker should hide the right hand side of notes, gets out only the cue column in order to see what he/she notes and discusses.

## **2.5. General Techniques for Note Taking**

Lipson (2005) stressed that to take effective notes, the researcher should think about what using them for. One is to learn more about one's subject. Another is to find specific

sources dealing with specific points in one's thesis. A third is to help categorizing and synthesizing the work of others so one can situate his work within the wider field. The fourth and most important goal is to spur one's own well-informed idea. (p. 37).

Ellis (2013) indicated that to make an effective note taking, the researcher should integrate these techniques to make an organized paper:

- 1) The effective Note Taking focuses on catching the main points which include: concepts, technical terms, names, and numbers. Key words activate the memorization of the students and assist them to connect all the ideas together.
- 2) The interpretation should be associated with the visual picture, to make a good relationship between ideas and details.
- 3) The complete sentences must form a well-organized paragraph in order to make coherence and cohesion between ideas.
- 3) The separation of thoughts during the note taking process is very vital because it helps the researcher to identify their own words from authors' ideas.
- 4) The different colors make the notes more planned and arranged; also it assists the note taker to separate his/ her notes. (PP. 157-158).
- 5) The use of standard abbreviation, helps the researcher take notes rapidly but she/he must interpret them in order to comprehend later what each one represents

Adopted from: “How to study in college” Pauk, W& Owens, J, K, R (2011), p. 264.

<i>anlys</i>	analysis	<i>pltg</i>	plotting
<i>ampltd</i>	amplitude	<i>reman</i>	remain
<i>asmg</i>	assuming	<i>rsnc</i>	resonance
<i>cald</i>	called	<i>rltnshp</i>	relationship
<i>cnst</i>	constant	<i>smp</i>	simple
<i>dmpg</i>	damping	<i>smpfd</i>	simplified
<i>dmnsls</i>	dimensionless	<i>stfns</i>	stiffness
<i>dfln</i>	deflection	<i>system</i>	system
<i>dfnd</i>	defined	<i>sgnft</i>	significant
<i>dstrbg</i>	disturbing	<i>ths</i>	this
<i>eftvns</i>	effectiveness	<i>trnsmblty</i>	transmissibility
<i>frdm</i>	freedom	<i>thrtly</i>	theoretically
<i>frcg</i>	forcing	<i>valu</i>	value
<i>gvs</i>	gives	<i>wth</i>	with
<i>hrmc</i>	harmonic	<i>whn</i>	when
<i>isltr</i>	isolator	<i>xprsd</i>	expressed
<i>isltn</i>	isolation		

**Figure 2. 3 :** Pauk’s & Owens Typical technical abbreviations.

## 2.6. The Note Card and its Role on Writing a Research

The Note Card is an essential strategy of note taking in EFL learning and teaching, especially for students who conduct a research. It offers to the researcher the chance to make a bibliography card for each source and it makes an exceptional organization for the whole work.

Halasz (1988) claimed that the note card is introduced by a team at Xerox PaRc .It was developed to organize notes and make the relationship between them. He further argued that “note cards was designed to help people who are researchers, designers, and other intellectual laborers engage in analyzing information, constructing models, formulating arguments, designing artifacts and generally processing ideas” (p. 836). Bouley (2009) pointed out that “ the use of card is a helpful system especially in quoting because it focuses on the author’s name so you can easily shuffle the cards into alphabetical order for your bibliography (p.182).



He further explained that this technique works as a “medium” in which the note taker can connect his/her ideas in a good manner; it also acts as a method for organizing, storing and retrieving information. This system facilitates the processes of displaying and modifying. So, It serves as a tool for processing ideas and authoring in a research (p.841).Stark (2003) stated that every note card should include:

- 1) The title of the book (on the top of right corner of the card).
- 2) The author of the book (under the title exactly).
- 3) The number of that note card itself (the number of cards chronologically facilitate the organization of ideas).
- 4) The central subject should be put in the middle of the card.
- 5) One or two direct quotations or paraphrased sentences from the book between hands.
- 6) The page number of the book.

He further emphasized that when the researcher uses this technique, each note card will serve a precise, “miniature replica of the book”. In other words when she/he utilizes this strategy she/he will automatically have an accurate record of his/her data and avoiding plagiarism by stating the title of the book, the author of the book, the number of every single card, the number of note cards she/he took from one specific book, a subject heading which assists him/her to arrange him/her cards, also it helps the researcher to make clear and accurate page number of citations .This process appears boring and slow at the first time but afterward it will save time when the researcher starts write his/her research. Instead of searching in many books, now he/she has an organized and ordered system (p. 40)

Ellis (2013) mention that the preparation of writing a good research is based on the use of the index or the note card method, because it offers fact or definition on one separate card that helps the researchers to organize their notes perfectly. Especially, when ordering them according to the sequence of the information; the researcher later can throw unneeded cards.

He further suggested that the researcher should be careful in including all the sources of the notes wrote in the cards to protect the research from the risk of plagiarism. The quotations marks of the quote and the necessary information under any image, chart, diagram, or illustration should be mentioned (pp.166-168).

Oliver, R (1995) stated that in order to develop note cards a researcher has to follow these steps:

- 1) The index cards should be empty on one part and lined on the other edge.
- 2) On the front side of the card, the researcher should write the items, major thoughts and subject.
- 3) On the flip part the researcher should write the definitions, supporting details, facts.

He further stated that Note Cards can be utilized in different manners; First, in reviewing and correcting the needed notes. Second, in evaluating researcher notes by making two parts of cards; The first one for the comprehended questions and the other one for the evaluation.

According to Wong (2009), first, the researcher should recite information on one side and let the other side to write the ideas she/he forget. Second, She/ he should ask his/ her friends to test him/her by using his/her cards to see if she/he remembers and understands what she/he wrote or not. Third, the researcher must compose his/ her card into two “piles” in the front pile for writing his/her prior knowledge, on the back of the card the researcher should write what needs further study and focus. Finally, she/he must categorize his/her cards according to the order of the information (pp. 332-334).

Paul and Owens (2011) stated that when a researcher find books, magazines, newspaper, journals, web sites that have a relation to a topic she/he should organize them in a “bibliography card” because it helps him to arrange his information in a good way. Instead of categorizing references in a large paper, he Note Cards separate each reference, then she/he

must discover if one reference does not help him/her in a research, she/he must remove it out. On the back of each card the researcher should write down evaluation about the reference, if it is useful or not and mention if this source can help him/her later in the next titles or not (pp.367-368).

### **2.6.1 Techniques for Making a Successful Note Card**

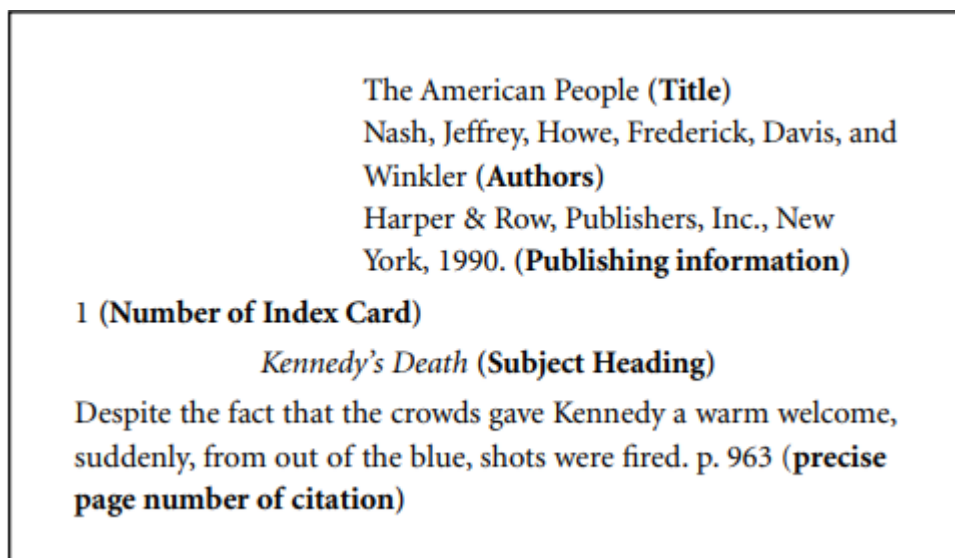
To make notes useful, the researcher should try to identify each card, in the top left corner write the authors' name, the title of the source, page number. It is also correct if he/she writes the content of his/her cards on the computer then print them. Second, the researcher must write his/ her notes correctly, rapidly but carefully and with "pen" not "pencil". Shorten the content of his/ her note cards to make them useful and helpful for the organization of his/her paper at the end. So they must be concise and precise.

Broadly speaking, to make the notecards brief the researcher must use abbreviation of common words for example: W instead of with, gov in place of government. Also, she/he should not over abbreviate because it makes him in trouble later with unfamiliar words. Because she/he is writing an academic research that includes facts, details..... etc. So, the information should be accurate and relevant. Moreover, the researchers should clearly distinguish between their notes and the ideas of the author. Thus, she/he should differentiate between the quoted or paraphrased ideas and must put the quotation marks on the Note Card, then, she/he must check spelling, punctuation...etc. and if no words are missing (Paul's & Owens' p. 370).

O'Hara (2005) indicated that writing a research is based on taking notes from various sources but it is so beneficial to make citation for them "verbatim or paraphrase". So, the researcher should be sure that any data is related to a source and that she/ he has the complete reference section. The majority of researchers suggest that the note card is a beneficial method for taking notes and tracing sources. Basically, because it specifies a full note card for each

source by using “complete information” also it mentions the name of each source( A, B, C) in order to facilitate the arrangement of those cards to write research because they are helpful for organizing the content of the research (p.138).

Adapted from: “Research& writing skills success: In 20 MINUTES A DAY. Stark, R (2003), P. 43



**Figure 2.4** Stark’s example of note card (Index card)

### **Conclusion**

Depending on the results of many scholars, note taking and the Note Cards are the key of success for the researcher. They help him/her select the necessary details from what she/he reads and to register data in a good format. Using the note card system helps the researcher to reorganize his/her information visually. Thus, making a detailed and organized Note Card for each source facilitates the writing of the research. To conclude, the present chapter tackled multiples definitions of Note Taking and its’ importance as the best technique to write a research, the function and the purpose of note taking, the characteristics of the good note taker, general techniques of note taking. Then, it investigated the methods of note taking (Mind Mapping, Outlining, the (Cornell method) and especially Note Cards as a beneficial strategy to conduct a relevant research.

## **Chapter Three: Field Investigation**

### **Section One: Students' Questionnaire**

Introduction

3.1 Methodology

3.2 Participants

3.3 Students' Questionnaire

3.3.1 Description of the Students' Questionnaire

3.3.2 Administration of the Questionnaire

3.4. Data Analysis and Interpretation

3.5 Summary of the Questionnaire Results

### **Section Two: Teachers' Questionnaire**

Introduction

3.6 Description of Teachers' Questionnaire

3.7 Administration of the Questionnaire

3.8 Analysis of teachers' Questionnaire

3.9 Summary of Finding from teachers' Questionnaire

### **Conclusion**

## **Introduction**

This chapter is designed as the practical part of the study. It seeks to examine the relationship between Note taking (Note Card) and writing a research. The theoretical part investigates the researchers' opinions about the importance of note taking in writing a research. The current part is concerned with the description and analysis of teachers and students' attitudes, a summary of the findings, and a final conclusion.

### **3.1 Methodology**

The present research was conducted through the descriptive method as a suitable tool to test the hypothesis. It relies on two questionnaires for the EFL teachers and first year master students at English Department of Guelma University. They were selected randomly in order to analyze and take their attitudes and opinions about the link between Note Cards and Research Writing, since it aims to give a general description of both writing a research as an academic achievement and note taking as a helpful strategy in minimizing its difficulties.

### **3.2 Participants**

The Sample of this study is composed of 100 students who were selected randomly from a population of 150 students from first year Master classes at the Department of English at Guelma University in addition to 15 teachers. This sample was selected because master one students care a lot about how they will conduct their research.

### **3.3. Students' Questionnaire**

#### **3.3.1 Description of Students' Questionnaire**

The questionnaire is constructed on the basis of the previous theoretical parts. It includes 18 questions that are divided into three sections; the general information, research writing and the role of note taking (Note Cards) on writing a research. Most of the questions

are dichotomous in which participants are asked to answer by yes/ no and followed by expressions in the form of clarification such as “please, justify”. Other questions are multiple choice questions in which the respondents are required to choose from the options. The last question is open ended in order to give the respondents the freedom to write their recommendations, suggestions about the subject under discussion.

The first section is entitled “general information” it includes three questions, it aims at gathering information about the student’s background; their level in English, Years and choice of studying English...etc. The second Section is entitled “Research Writing” it is devoted to give some procedures and norms to help learners write a research paper. The participants asked to give their opinions concerning the research process and its various angles (types, importance, and phases). Students were asked to define the types of the research (Applied, Scientific, academic, Theoretical) (Q4). They required to answer if the research is an easy task or not (Q5) the importance of conducting a research in English Department (Q6). Next, they asked if they have ever conducted a research and how they evaluate their experience (Q7). We have investigated if the students take full notes with information about the source or paraphrase /summarize the needed information (Q8). Then, the researcher attempts to find out if the students prefer to continue their life career in Academia or they will not consider research as future career (Q9). We have also examined students’ views if they felt frustrated while conducting a research (Q10) and if they face difficulties of (summarizing, paraphrasing, citing) while conducting a research (Q11). We investigated if they like writing a research (Q12).

The third section is entitled “The role of note taking (note cards) on writing a research. This section tries to find some information about the note taking strategy. Students are asked to describe their note taking skills when they write a research (Q13); and we have asked them to list the benefits of note taking (Q14); also they have asked if they have ever heard those

strategies of note taking (Mind mapping, Outlining, Cornell, Note cards( academic flashing) (Q15). After that, the students are questioned if they agree that the use of Note Cards is essential in writing a research (Q16) and how can Note Cards help the researcher to write a research ( through arranging information visually, through making a bibliography card for each source, through including all the information you need and all the above suggestions (Q17). The last question is open for students to add further suggestions, recommendations or additional information that are beneficial for the topic concerning the role of note taking (note cards) in writing a research (Q18).

### **3.3.2 Administration of Students' Questionnaire**

We have administered the questionnaire to Master One Students of English Department at the University of Guelma , on April 19<sup>th</sup>, 2019. The questionnaire includes 18 questions. The participants took about 30 minutes in order to answer the questionnaire.

## **3.4 Data Analysis and Interpretation**

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

**Question 01:** How many years have you been studying English?

- a. 11
- b. 12
- c. 13
- d. 14

### **Table.01**

*Years of studying English*



Options	Number	Percentage
11 Years	91	91%
12 years	5	5%
13 years	3	3%
14 years	1	1%
<b>Total</b>	<b>100</b>	<b>100%</b>

The majority of respondents (91%) studied English for eleven years however, (5%) studied it for twelve years, the (3%) for thirteen years and only one (1%) student studied English for fourteen years. This implies that the majority of Master one students (91%) did not repeat the year.

**Question 02:** Is it your choice to study English?

a. Yes

b. No

c. Justify

**Table.02**

*Choice of Studying English*

Options	Number	Percentage
Yes	92	92%
No	08	08%
<b>Total</b>	<b>100</b>	<b>100%</b>

The majority of Master one students (92%) at the department of English choose the choice the option “Yes” which stressed that studying English at the university was their choices. This indicated that Master one students have the will and the motivation to study it and that would improve their skills of researching. However, only (8%) students state that English was not their first choice and this implies that they were obliged to learn it.

**Question 03:** How could you describe your level in English?

- a. Beginner
- b. Intermediate
- c. Advanced

**Table.03**

*Student's Level in English*

Options	Number	Percentage
Beginner	00	00%
Intermediate	25	25%
Advanced	75	75%
Total	100	100%

Based on this table, the majority of students (85%) stated that their level in English is advanced. This implies that the participant of the population add a significant value for this research. However, the rest of participants (25%) described their level in English as intermediate. Therefore, they need to improve their level and work to enhance their language. No one selected the option of “Beginner” this implies that Master one students’ have a good appreciation of their level in English and as researchers as well.

### **Section two: Research Writing**

**Questions 04:** How do you define these types of research?

- a. Academic
- b. Scientific

c. Theoretical

d. Applied

**Table.04**

*Students' Definitions towards the Types of Research*

Options	Percentage	Answers
Academic:	71%	is a formal research that is conducted under academic institution
Scientific:	71%	is a research that is based on scientific method that rely on experiments and analyzing results
Theoretical:	66%	is a research that is dealt only with theories rather than experiments and surveys
Applied:	61%	is a research that is based on the application of certain theory and seeks to solve problems

The result shown in the table four show that more than half (50%) of the respondents define the types of research in the same way. This implies that they are aware of the basic principles of each type. However, the rest of students did not answer the question that indicates that they are not familiar with these terms.

**Question 05:** Is academic research an easy task?

a. Yes

b. No

c. Justify

**Table.05**

*Students' Attitudes towards the easiness of Academic Research*

Options	Number	Percentage
No	78	78%
Yes	22	22%
Total	100	100%

Justifications	
78%	said that :research consumes a lot of time and efforts and lack of reliable source
22%	mentioned that :the research needs specific strategies to follow and they are not well practiced to do it.

As indicated in the table five, the majority of respondents (78%) believe that academic research is not an easy task to do. This implies that they face many difficulties in writing it. However, (22%) of the students assume that the research is an easy task.

**Questions 6:** Do you think that conducting a research in the department of English is important?

a. Yes

b. No

c. Justify

**Table.06**

*The Importance of Conducting a Research in the Department of English*

Options	Number	Percentage
Yes	91	91%
No	09	9%
Total	100	100%

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Justifications

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91% Research is important because there are certain problematic related to learning and teaching should be solved

9% Research enhances their knowledge and it's highly important for students to develop their writing skills and exploring subjects.

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According to the results shown in the table six, the majority of participants (91 %) assume that is important to conduct a research in the Department of English. However, only (9 %) reveal that writing a research is not important. This indicates that they are aware of the significance of a research in their academic career.

**Question 07:** Have you ever conducted an academic research in our department?

a. Yes

b. No

c. If yes, how do you evaluate your experience?

**Table.07**

*Students' Experience in Conducting a Research in the Department of English*

Options	Number	Percentage
Yes	67	67%
No	43	43%
Total	100	100%

Number

Justifications

67% The experience is highly difficult especially in avoiding plagiarism and following the MLA/ APA style because it was the first time they wrote a

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43% said that the experience was good and very beneficial.

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According to the table seven, the majority of participants (67%) indicate that they wrote a research in our department and they saw it very difficult this implies that they fail to write it in a good way and face many obstacles during the writing process. However, the rest of them (43%) describe their experience as good and beneficial.

**Question 08:** How do you take notes for research?

- a. Take full notes with information about the source.
- b. Paraphrase/ summarize the needed information.
- c. Other(s)

**Table.08**

*Students' Way of Taking Notes*

Options	Number	Percentage
A	26	26%
B	65	65%
A+B	53	53%
C	00	00%
B+C	00	00%

According to the results in the table 8 the majority (65%) of the respondents choose the option of paraphrase/summarize the needed information. This implies that they paraphrase

and summarize directly the needed information. However, only (26%) take full notes with all information about the source. This suggests that the students write the full passages and quotes then they paraphrase with their own words. Moreover, most of the students (53%) do not limit their note taking to the only one of the above options but they stated that they use both of them in order to make a good research papers.

**Question 09:** Do you consider continuing your life career in academia or you will not consider research as a future career?

a. Yes

b. No

c. Justify your choice

**Table.09**

*Students' Perceptions about Considering Research as a Future Career*

Options	Number	Percentage
Yes	53	53%
No	28	28%
	10	10%
	09	09%
Total	100	100%

**Justifications**

53% said that research in academia is the best way to achieve their dreams

28% said that research consumes time and they saw it boring

The table nine checks students' attitudes whether they consider continuing their life in academia or no. More than the half (53%) claimed that they would continue their life career in academia. This implies that they are aware of its importance as it is the center of knowledge and learning. Whereas (28%) of them they would not consider research as a future career.





b. Summarizing

d. All of them

**Table.11***The Most Difficult step(s) in writing a Research*

Options	Number	Percentage
A	20	20%
B	06	06%
C	25	25%
A+B	00	00%
B+C	00	00%
A+C	09	09%
A+B+C	40	40%
Total	100	100%

According to the previous table, a big percentage of students' (40%) assume that they see all the steps difficult. Hence, this implies that the majority of master one students' will face many problems next year while conducting their research, if they do not improve those steps.

**Question 12:** Do you like writing a research?

a. Yes

b. No

c. Justify your answer

**Table.12***Students' Attitudes about a Research*

Options	Number	Percentage
Yes	49	49%

No	51	51%
Total	100	100%

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#### Justification

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49% of the students who replied by “Yes” said that because the research improves their academic level, adds something to the personal knowledge, develops the language performance and the writing skills

51% of the students who replied by “No” saw the process of writing a research boring and time consuming.

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This question aims at discovering if Master one students like writing a research or not, as it is shown in table 12 half (49 %) of the students like writing a research. Whereas, (51%) of them they do not. This implies that there are students who consider the research as an important task that help them to improve their knowledge and learning but other see it boring.

### **Section Three: The Role of Note Taking on Writing a Research (Note Cards)**

**Question 13:** How do you describe your note taking skills when you write a research?

**Table.13**

*Students' Note Taking Skills*

Options	Number	Percentage
Skilled	57	57%
Unskilled	00	00%
Random	23	23%
Total	100	100%

Concerning students' note-taking skills the majority of students (57%) chose the option "skilled". No one selected the option "Unskilled". This implies that they are well practiced to take notes and organize their research effectively. Whereas, 33% of the respondents confirmed that they are "random" in note taking. This implies that they cannot evaluate their level in Note taking.

**Question.14:** What are the benefits of note taking?

*Students' Perception about the Benefits of Note Taking*

This is an open- ended question aims at discovering the students' attitudes about the benefits of note taking. The common benefits are: the organization of ideas, saving time and efforts, collection of necessary data, better memorization, the development of writing skills, making the researcher very active.

**Question 15:** Have you ever heard about the following note-taking strategies?

- a. Mind Mapping
- b. Outlining
- c. Cornell
- d. Note Cards

**Table.14**

*Students' Recognition of Note Taking Techniques*

Options	Number	Percentage
A	00	00%
B	00	00%
C	00	00%

D	00	00%
A+B	25	25%
A+C	14	14%
A +D	10	10%
B+C	06	06%
B+D	25	25%
C+D	08	08%
A+B+C+D	12	12%
Total	100	100%

The Table 14 shows that the majority (25%) of Master one students know more the Mind Map, outline and Note Cards techniques. However, only (12%) of the students know all those techniques. This implies that the majority of students' one did not used those techniques in the learning and researching processes.

**Question 16:** Do you agree that the use of Note cards is essential in writing a research?

a. Strongly agree      b. Agree      c. Neither agree nor disagree      d. Disagree

**Table.15**

*Students' Attitudes towards the Role of Note Cards in Writing a Research*

Options	Number	Percentage
Strongly agree	33	33%
Agree	45	45%
Neither agree nor disagree	22	22%
Disagree	00	00%
Total	100	100 %

As indicated in the previous table, we asked students if they agree that the use of Note cards is essential in writing research. (33%) of the students choose the first option which is “strongly agree” and (45%) of them opted for “agree”. This implies that they applied this strategy and discovered its importance in writing a research. Moreover, 22% of the students selected “Neither agree nor disagree”. This implies that they do not understand the relationship between the Note Card and writing a research. However, no one selected the option of disagree

**Question 17:** How can note cards (flash cards) help you to write a research?

- a. Through arranging research information visually.
- b. Through making a “bibliography card” for each source.
- c. Through including all of the information you need.
- d. All the above suggestion.

**Table.16**

*The Role of Note Card in Writing a Research*

Options	Number	Percentage
A	10	10%
B	20	20%
C	05	05%
D	30	30%
A+B	15	15%
A+C	12	12%

B+C	8	8 %
Total	100	100%

Concerning how Note cards (flash cards) help the researcher to write his/her research, respondents can select one or more answers from the three choices. They could opt “all the above suggestion” if they agree that all the suggestion are important. The majority of students (30%) selected the choice of “all the above suggestion”. This implies that Master One students confirm that note cards facilitate the writing of the research.

**Question 18:** If you have any suggestions or recommendations, please feel free to add them.

This question is an open one, it is about further suggestions about this topic. Only eight students from 100 have added suggestions. Students’ recommendations can be summed up as follows:

- 1) It is recommended from the teachers to integrate practical sessions for training them on how to write a research emphasizing on in-text citations because the theoretical sessions are not enough.
- 2) It is suggested that teachers should include some techniques of note taking in their syllabus to help informants conduct their research effectively.
- 3) It is declared that the research is not an easy task to do, so they hope for the teachers who supervise them to guide and help them in order to write a good thesis.
- 4) It is indicated that they have used the Note Cards (Flash Cards) and they found them very beneficial and helpful to organize their notes, time saving in the selection of relevant information.

### 3.5 Summary of the Results and Findings

The analysis of the respondents' answers shows some information of the two variables of the present study research writing and Note taking (Note Cards). Thus, it offers us relevant information that can benefit this study and gives some additional information and interpretation for the research hypothesis. In section one, which is about general information, it is revealed that the majority of Master one students have an advanced level in English. Also it shows that English was the first choice for the majority of students.

The results obtained from the research writing included that most of the respondents are aware of the importance of research in their academic career. They consider it an essential task for improving their level in writing and methodology skills. Moreover, it explained that students have many difficulties while writing a research such as lack of resources, time constraints, problems in methodology especially citation , the inability to make a good plan for their research...etc. Also it shows that most of the informants felt frustrated toward the writing of the research.

The findings obtained from the role of Note taking (Note Cards) in conducting a research section revealed that the majority of Master One students described themselves as "Skilled" in Nota Taking. Also it is showed that respondents know the various methods of note taking ( Mind Map, Outlining, Cornell, Note Cards) for making an effective notes. Moreover, it revealed that most of them agree that Note taking (Note Cards) strategy plays a crucial role in writing a research because it offers a bibliography card for each source and it helps the researcher to arrange only the necessary information for his/her research. Since, most of the students indicate that they use this strategy before in the module of writing/reading and they find it very helpful and beneficial in saving time, in finding the source again and arranging the necessary information visually.

In conclusion, the results from the students' questionnaire demonstrate that respondents attitudes which are stated in their responses from the two variables strongly confirm the research hypothesis which states that Note Taking (Note Cards) facilitate students' writing a research.

## **Teachers' Questionnaire**

### **3.6 Description of Teachers' Questionnaire**

This questionnaire starts by an introduction which represents the topic under investigation. It includes 18 questions that are divided into three sections: general information, research writing and the role of Note Cards in Writing a Research.

#### **Section one: General Information**

This section is devoted to ask teachers about their levels, the modules they taught and it asks them if they teach first year master students or not. Finally, it requires from the teacher a global evaluation to their master one students' level in research.

#### **Section Two: Research Writing**

This section tends to gather some information concerning research writing. It includes 7 Questions that are organized from the general to specific. It starts by asking teachers if their students' known the strategies and the norms of writing a research or not (Q6) and if they ask their students to write a research or note (Q7) then, what the kind of researches do you ask them to write (essay, article, presentation (Q8) and how they evaluate their experience as a researchers (Q9). Then, it asked them about the importance of writing a research (Q10) also the difficulties that students face during the research process (Q11).

#### **Section Three: The Role of Note taking (Note card) On Writing a Research**



This section checks teachers' attitudes towards the role of the Note Taking (Note Card) strategy on writing a research. It contains 7 questions in association to note-taking and its effectiveness in developing the quality of written a research. It starts by asking teachers to indicate the type of note taking that they use as researchers (manual Note taking techniques, Technological/ digital / electronic note taking techniques) and followed by asking them name it( them) (Q12), it asked them about the main note taking strategies that they suggest on their supervisee students during the research process( Q13). Besides, the teachers were asked if they think that their students know the note card strategy or not (Q14). Also they were asked to determine how important they regard the note card strategy. (Q15). After that, teachers were asked if the note cards avoid the risk of plagiarism or not (Q16) and how it can help the students to write a research. (Q17). The last question of the section is open-ended in which the teachers were asked to add some suggestions or recommendations about the topic (Q18).

### **3.7 Administration of the Questionnaire**

The questionnaire was handed to 15 EFL teachers in English Department at the University of Guelma 08 Mai 1945. On April 19, 2019, the questionnaire includes 18 questions. The teachers took about 30 minutes in order to answer the questionnaire.

### **3.8 Analysis of the Teachers' Questionnaire**

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

**Question 01:** Please indicate your level?

- a. B.A
- b. M.A
- c. Ph. D

**Table 17***Teachers 'Level*

Options	Number	Percentage
B.A	00	00%
M.A	13	86,67%
Ph. D	02	13,33%
Total	15	100%

Concerning teachers' level, the majority of teachers' 13 (86, 67%) indicated that it is M. A (magister) but only 2 (13, 33%) teachers stated that their level is Ph. D. This implies that the cooperation of the teachers offers significant value to this study.

**Question 02:** Modules taught?

In this open- ended question, teacher stated that they taught : Psycholinguistics, Sociolinguistics, Applied linguistics, Discourse analysis, Course Design, Oral Expression, Race, Culture and Ethnicity, British and American Civilization, Research Methodology, Written Expression, Grammar, Literature, Translation. This implies that the population of this research taught various modules which enrich this research.

**Question 03:** How long have you been teaching English?**Table 18***Years of Teaching English*

Options	Number	Percentage
6 Years	01	6,66%
7 Years	03	20%

10 Years	09	60%
14 Years	02	13,33%
Total	15	100%

This table indicates that the majority of teachers 9 (60%) taught English for 10 years, While 03 of them (20%) taught it for seven years, 2 (13, 33 %) of them for 14 years and only 1(6, 66%) teacher taught it for 14 years. This implies that teachers of our population have a good experience in teaching which offers reliable information for this research.

**Question 04:** Did you teach master one students'?

a. Yes

b. No

**Table 19**

*Teaching Master one Students*

Options	Number	Percentage
Yes	11	73, 33%
No	04	24,67%
Total	15	100%

Results shown in the table tackle if the teachers have taught master one students' or not. It reveals that the majority of teachers 73, 33% said that "Yes". Whereas 24, 67% said "No". This deduces that most of the chosen teachers know well their students their strengths and weaknesses.

**Question 05:** What do you think about their level as researchers?

- a. Strong
- b. Moderate
- c. Weak

**Table 20**

*Teachers Perceptions toward the Students Level as Researchers*

Options	Number	Percentage
Strong	00	00%
Moderate	12	80%
Weak	03	20%
Total	15	100%

The table 20 reveals that the majority of teachers 80% think that the level of Master One as Researchers is moderate only 3 teachers said that they are weak. This implies that Master One students have an acceptable level in researching.

## **Section Two: Research Writing**

**Question 06:** Do you think that the students know the strategies and norms of writing a research?

- a. Yes
- b. No

**Table.21**

*Teachers Perceptions towards the Strategies of Writing a Research*

Options	Number	Percentage
Yes	5	33,33%
No	10	66,67%
<b>Total</b>	<b>15</b>	<b>100%</b>

The results from the table six show that the majority of teachers assume that their students do not know the strategies of conducting a research. This implies that students have to work hard in order to overcome their problems.

**Question 07:** Did you ask your students to write a research?

a. Yes

b. No

**Table.22**

*Teachers Attitudes about Writing a Research*

Options	Number	percentage
Yes	13	86, 67%
No	02	13,33%
<b>Total</b>	<b>15</b>	<b>100%</b>

The table demonstrates that 13teacher (86, 67%) indicate that they have asked their students to write a research. However, the rest (13, 33 %) said “No”. This implies that most of the teachers motivate their students to develop their academic spirit and train them to become future researchers.

**Question 08:** What kind of researches do you ask them to write?

- a. Essays
- b. Articles
- c. Presentation

**Table.23**

*Kinds of Researches*

Options	Number	Percentage
A	04	26,66%
B	00	00%
C	04	26,66%
A+B	00	00%
A+C	07	46, 67 %
B+C	00	00%
A+B+C	00	00%
Total	13	100%

The table investigates which kind of researches teachers ask their students to write. The majority of teachers (46, 67 %) select the option of “C” which is “ Essays and Presentations” and no one selects the options of “article” .This indicates that most of the teachers ask their students to do those two tasks in order to improve their writing and speaking abilities and this would help them too much in the process of research.

**Question 09:** How do you evaluate their experience while doing those tasks as researchers?

**Table.24***Teachers Evaluation of their Students Writing*

<b>Justifications</b>	
(2) 13, 33%	Teachers stated that students who do the presentation cover all the parts of task (pronunciation, the correctness of the information...).
5 (33,33%)	Teachers indicated that they are learning from making mistakes and some of them lack motivation and they very nervous while presenting in Front of their classmates.
2(13,33)	Teachers mentioned that Master One students tend to be competent enough and they manage to produce very good presentations and essays
6(40%)	Teachers claimed that they encourage their students to make their own notes and personal comments during the writing process. However, students just copying and not giving something good
15 (100%)	

This open-ended question indicates that teachers' answers are contradictory towards the evaluation of their students' as researcher and this implies that the evaluation is depending on the kind of task itself.

**Question 10:** Why conducting research is important?

**Table.25***The Importance of Conducting a Research*

<b>Justifications</b>	
4(26, 66%)	Teachers said that a research is very important in any academic field and it is considered the basis of university.

---

2(13, 33%) Teacher suggested that teachers and students should carry research to enhance their academic career.

4(26, 66%) Teacher said that a research enhances learners abilities, increases motivation, reflects students' management at the content and methodological levels.

5(33, 33%) Said the research improves students writing skills and it is so important in evaluating backgrounds (language, methods, pronunciation...).

---

15(100)

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This table indicates that all teachers realize the high importance of conducting a research in any academic field.

**Question 11:** In your opinion, what are the difficulties that students face during the process of writing a research?

**Table.26**

*Teachers Attitudes toward the Students' Difficulties in Writing a Research*

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Justifications

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Teachers said that the most common problems students face are:

8(53, 33%) Lack of resources, problems of methodology, time constraints, lack of knowledge about the research topic.

5(33, 33%) Said that most of the students lack of basic elements of written production( grammar, Vocabulary mistakes, punctuation...).

2(13, 33%) Said that they lack the inability to elaborate a coherent and relevant outline, the inability of defining the research problem / hypothesis and the difficulty in analyzing / paraphrasing

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The results from the table mentioned that the majority of teachers said that the lack of resources, time constraints, and the lack of knowledge about the research topic are the most problems that students face while writing a research.

### **Section Three: The Role of Note Taking (Note Cards) in Writing a Research**

**Question 12:** As a researcher do you use?

- a. Manual note taking techniques.
- b. Technological/ digital/ electronic note taking techniques.
- c. Name it/ them

**Table.27**

*Types of Note taking during the Research Process*

Options	Number	Percentage
A	5	33,33%
B	3	20%
A+B	7	46, 66%
<b>Total</b>	<b>15</b>	<b>100%</b>

From the table above, teachers show their perceptions towards the types of note taking techniques they use while researching. (20%) Of them indicate that they utilize technological note taking techniques, only one teacher suggests the note taking technique that he/she used which is called “ Sticky notes” , whereas the rest of them 7(46,66%) stated that they use the

manual note taking techniques. This implies that teachers are aware of the importance of both techniques in writing a research.

**Question 13:** What are the main note taking strategies that you suggest to your supervisee students to use during the research process?

**Table.28**

*Teachers Note Taking Strategies to their Supervisee Students*

Justifications
The teachers suggest the following strategies:
5(33, 33%)Reading and highlighting important details because through reading, student background about the topic improves dramatically
8 (53, 33%)Summarizing and paraphrasing the relevant ideas in articles/ chapters, skimming and scanning.
1 (6, 66%) Other teachers mentioned that note taking strategies depending on the theme itself, for example, Discourse analysis is different from test and questionnaire analysis
<b>15 (100%)</b>

**Question 14:** Do you think that your students know what a Note Card is?

**Table.29**

*Teachers Recognition of Note Cards*

Options	Number	Percentage
Yes	07	46,66%
No	00	00%

Not sure	08	53, 34%
Total	15	100%

From the table fourteen, teachers show if their students know the note cards strategy or not. The majority of teachers 8 (53, 34%) select the option of “Not sure”. Whereas 7 (46, 66%) of them choose “Yes” this implies that they know which techniques their students use during the process of learning or maybe they teach them about it. No one selected the option of “No”

**Questions15:** Do you think that Note Cards (Flash Cards) is an essential strategy to help students writing a good research?

**Table.30**

*The Role of Note Cards in Conducting a Research*

Options	Number	Percentage
Not at all	00	00%
Very a little	00	00%
A Little	05	33,33%
A lot	10	66,67%
Total	15	100%

The results from the table 30 shows that the majority of teachers (66, 67%) are agreed on the importance of Note Cards in writing a research. This implies that most of them work with this strategy and found it very helpful in making a good research

**Question 16:** Do you think that note cards (Flash cards) is an essential strategy to avoid the risk of Plagiarism?

**Table.31**

*Teachers Perception toward the Note Cards and avoiding Plagiarism*

Options	Number	Percentage
Agree	09	60%
Disagree	00	00%
Neutral	06	40%
Total	15	100%

Based on this table, the majority of teachers 9 (60%) selected the option of “Agree”. This implies that teachers emphasize on the importance of this strategy in avoiding plagiarism while conducting a research. Whereas the rest of them 06 (40%) selected the option of “Neutral” neither agree nor disagree on the impact of note cards on avoiding plagiarism. This implies that they do not comprehend the relationship between the note cards and plagiarism. No one opted for “neutral”

**Question 16:** How can Note Cards help students write a research?

- a. Through selecting the necessary information
- b. Through saving time and effort
- c. Through making a bibliography source card
- d. Through recording and not forgetting any important points
- e. Other

**Table.32***The Importance of Note Cards in Writing a Research*

Options	Number	Percentage
A	00	00%
B	00	00%
C	01	6,67%
D	00	00%
E	00	00%
A+B	02	13,33%
A+C	03	20%
A+D	00	00%
C+B	00	00%
C+D	04	26,66%
A+B+C+D	05	33,33%
Total	15	100%

Concerning how note cards facilitated the process of researching, teachers can choose one or more answer (s) from the four choices. They can select “other” if they think of other ways which are not mentioned. The majority of them select all the suggestions. This implies that teachers are aware of the importance of Note Cards as an effective strategy to facilitate writing a research.

**Question 18:** If you have any suggestions or recommendations, you are welcome to state them in this space.

Only four teachers answered this question and their comments are as follows:

- 1) Planning to do a research or presentation lacks key strategies (on part of students) therefore students should be trained earlier to conduct a research through strategies.
- 2) Teachers should integrate the Note Taking techniques in their syllabus in order to improve learners writing skills and make them learn by themselves.
- 3) Research is a very important task that students should do in their academic career because it enhances their writing skills and their critical thinking.
- 4) Teachers should encourage their students to apply this strategy while researching since it is very beneficial in the selection and the organization of necessary information.

### **3.9 Summary of Findings from Teachers' Questionnaire**

The section of “general information” shows that the level of the majority of teachers is M.A and they taught different modules and this add a significant value for this study. Moreover, they also teach English for a big amount of time. This section also revealed that most of the teachers taught Master One students’. Hence, they give us valuable information about them because they know their weaknesses/ strengths also it shows that the level of students’ as a researcher is “Moderate”.

The results from the section of Research Writing revealed that most of the teachers asked their students to write essays and do presentation this implies that teachers would to improve their students level through writing and speaking skills and this of course would help them to become a good researchers. In addition, this study shows that all the teachers are aware of the importance of conducting a research in the academic career. Teachers also state that students’ have a lot of difficulties while writing a research; the most common ones are time constraints, writing skills (grammar, vocabulary....etc.), lack of resources, lack of knowledge about the research topic and problems of methodology.

The results from the section of Note taking( Note Cards) shows that most of the teachers are not limit themselves into one type of note taking, but they use the manual and technological techniques to take an effective notes while researching. Teachers also suggest some note taking strategies for their supervisee students like reading and highlighting important details, summarizing and paraphrasing the relevant ideas in articles/chapter, skimming /scanning and wide reading of the topic researched. As well as, it reveals that most of the teachers' attitudes towards Note Cards are positive. They claimed that Note Cards save time, avoid the risk of plagiarism, making a bibliography card for each source. Consequently, the research alternative hypothesis is confirmed because there is a positive attitude towards the impact on Note Cards.

### **Conclusion**

From the results of this chapter we conclude that EFL teachers' and first year master students are aware of the importance of research writing in their academic career and they confirm that note Cards techniques is the best tool to organize and arrange their notes in useful way.

## **General Conclusion**

The aim of the present study is to figure out the impact of Note Taking (Note Cards) in writing a research. This work relied on two questionnaires administered to the EFL teachers and Master one students' from the department of Letters and English Language at the University of Guelma. It was the suitable tool for the purpose of collecting their views and opinions about Note Taking in relation to Research Writing.

Eventually, this study sheds light on Note Cards which play a crucial role in writing a research. Since it helps the researcher to make a "Bibliography Card" for each source and this makes their notes more organized and arranged in a proper way. So, it avoids the risk of plagiarism and helps the researcher to select only the needed information for his/her topic. Also, it was concluded from the obtained results that while writing a research EFL students' face many obstacles such as; methodological rules especially citation, time and lack of resources.

Data gathered from the teachers' and the students' Questionnaires confirm the research hypothesis . This later claimed that Note Cards as a technique of note taking has a positive impact on writing a research, and both of them are important skills for EFL students' academic achievement.

Interestingly, the recommendations of the finding of this research should be taken into consideration, because it guides learners and teachers' to improve the learning and teaching skills perfectly.

### **The recommendation and implications**

-During the learning process, teachers should meet/satisfy the learners' needs and lacks therefore they should integrate the appropriate materials that increase their motivation while learning.



-Since researching is considered an essential process in any academic field, teachers should encourage their students to give their best in writing academic papers.

- Using the note taking techniques motivate students to take attention of organizing their thoughts and make the connection and balance between them

-Student' should use the note taking techniques as a tool to improve their critical thinking about accomplishing specific work.

-Note cards are an effective technique that improves learners' abilities, so teachers should integrate it in their syllabus to make the learners aware of its importance.

-Students can benefit from the advantages of the Note Card to make an organized and relevant research.

-Instructors must train their students on this strategy inside the classroom in order to help them later on write a research. Also, to avoid plagiarism by making a bibliography card for each source.

.-Teachers can turn to software techniques to facilitate the process of researching.

-Students need to improve their writing skills and train themselves as early as possible about the strategies of research in order to succeed in their academic career.

### **Limitations of the Study**

As the case of many researches, this study involves limitations. The questionnaire is supposed to be administered to Master Two students because they are the ones who were practically writing a dissertation during the current year. However the fact that they attend only one semester prevented the researcher from working with them. In addition, lack of source and time constraints are the main obstacles for this study because a longer period time

would have helped the researcher to use another data collection instrument in order to arrive to deeper and richer results. Also, some of the teachers refused to answer the questionnaire while their responses would have made the findings more relevant.

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# Appendices

## **Appendix 1**

### **Students' Questionnaire**

**Dear students,**

You are kindly requested to answer this questionnaire which aims at finding out learners' views about the role of note taking especially note cards on writing a research. This questionnaire is anonymous so do not hesitate to answer it. I would appreciate your collaboration if you could answer this questionnaire. Please tick (x) the corresponding answer(s) or make a full statement when necessary.

**Thank you in advance for your cooperation**

**Miss. Sahar Ferhah**

**Department of English language**

**University of 8 May 1945-Guelma**

#### **SECTION ONE: General Information**

1. How many years have you been studying English?

a. 11 Years

b. 12 Years

c. 13 Years

d. 14 Years

2. Is it your choice to study English?

a. Yes

b. No

3. How could you describe your level in English?

a. Beginner

c. Intermediate

e. Advanced

**SECTION TWO: Research Writing**

4. How do you define these types of research?

a. Academic: .....

b. Scientific: .....

c. Theoretical: .....

d. Applied: .....

5. I

a. Yes

b. No

Please, justify.....

.....

6. Do you think that conducting a research in the department of English important?

a. Yes

b. No

Justify.....

.....

7. Have you ever conducted an academic research in our department of English?

a. Yes

b. No

If yes, how do you evaluate the experience?

.....  
.....

8- How do you take notes for research?

a. Take full notes with information about the source

b. Paraphrase/summarize the needed information

Other.....  
.....

9. Do you consider continuing your life career in academia or you will not consider research as a future career?

.....  
.....

10. Do you feel frustrated while conducting a research?

a. Yes

b. No

Why .....

11. Which step do you see difficult while writing a research?

a. Paraphrasing

c. Citing

b. Summarizing

d. All of them

12. Do you like writing a research?

a. Yes

b. No

Why.....

**SECTION Three: The Role of Note Taking in Writing Research (Note cards)**

13. How do you describe your note taking skills when you write a research?

a. unskilled

c. random

b. skilled

14. What are the benefits of note taking?

List them please, .....

.....

.....

15. Have you ever heard about the following Note-taking strategies?

. Mind mapping

.Note cards or (flash cards)

. Outlining

.Cornell

16. Do you agree that the use of Note cards is essential in writing a research?

a. Strongly agree

c. Neither agree nor disagree

b. Agree

d. Disagree

17. How can Note (Flash) Cards help you write a research?

- a. Through arranging research information visually.
- b. Through making a “bibliography card” for each source.
- c. Through including all of the information you need
- d. All the above suggestions.

18. If you have any suggestions or recommendations, please feel free to add them.

.....

.....

.....

***Thank you for your cooperation***

## **Appendix 2**

### **Teachers' Questionnaire**

**Dear teacher,**

You are kindly requested to answer this questionnaire which aims at finding out teacher's views about the role of note taking (note cards) on writing a research. Your cooperation in this work will be greatly appreciated. Please, tick (x) the appropriate answer or make full statement when necessary.

**Thank you in advance for your cooperation**

**Miss Sahar Ferhah**

**Department of English Language**

**University of 8 May 1945-Guelma**

#### **SECTION ONE: General Information**

**1. Please indicate your level?**

- B.A

- M.A

- Ph. D

**2. Modules taught:**

.....

.....  
**3. How long have you been teaching English? .....** Years

**4. Did you teach master one student?**

- a. Yes
- b. No

**5. What do you think about their level as researchers?**

- a. Strong
- b. Moderate
- c. Weak

**SECTION TWO: Writing a Research**

**6. Do you think that your students know the strategies and norms of conducting a research?**

- a. Yes
- b. No
- c. Not sure

**7. Did you ask your students to write a research?**

- a. Yes
- b. No

**8. What kind of researches do you ask them to write?**

- a. Essay
- b. article
- c. presentation

**9. How can you evaluate their experience?**

.....

.....



**10. Why conducting research in our department is important?**

a. Yes

b. No

.....  
.....

**11. In your opinion, what are the difficulties that students face during the process of writing a research?**

.....  
.....  
.....

**SECTION Three: The Role of Note-taking (Note Card) on Writing a Research**

**12. As Researchers do you use?**

a. Manual note taking techniques

b. Technological/digital/electronic note taking techniques

Justify.....  
.....

**13. What are the main note taking strategies do you suggest on your supervisee students to use during the research process?**

.....  
.....  
.....

**14. Do you think your students know what a Note Card is?**

- a. Yes
- b. No
- c. Not sure

**15. How important do you think that Note Cards (academic flashing) is an essential strategy to help students writing a good research?**

- a. Not at all
- b. Very little
- c. A little
- d. A lot

**16. Do you think that using Note Cards while researching reduces the risk of plagiarism?**

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

**17. How can Note Cards help students write a research?**

- a- Through selecting the necessary information.
- b- Through saving time and effort.
- c- Through making a bibliography source card.
- d- Through recording and not forgetting any important points.

**19. If you have any suggestions or recommendations, you are welcome to state them in this space.**

.....

.....

.....

.....

.....

*Thank you for your cooperation*

Adopted from : <https://www.mindmeister.com/blog/why-mind-mapping/>

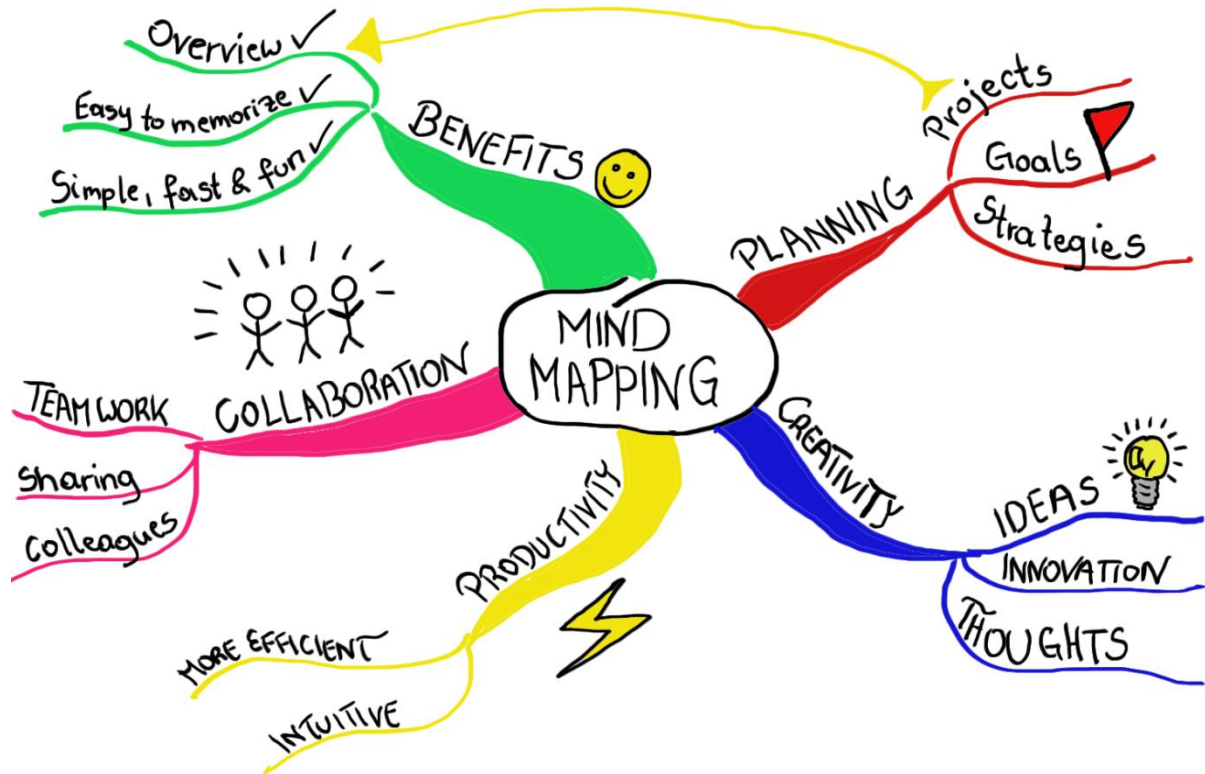
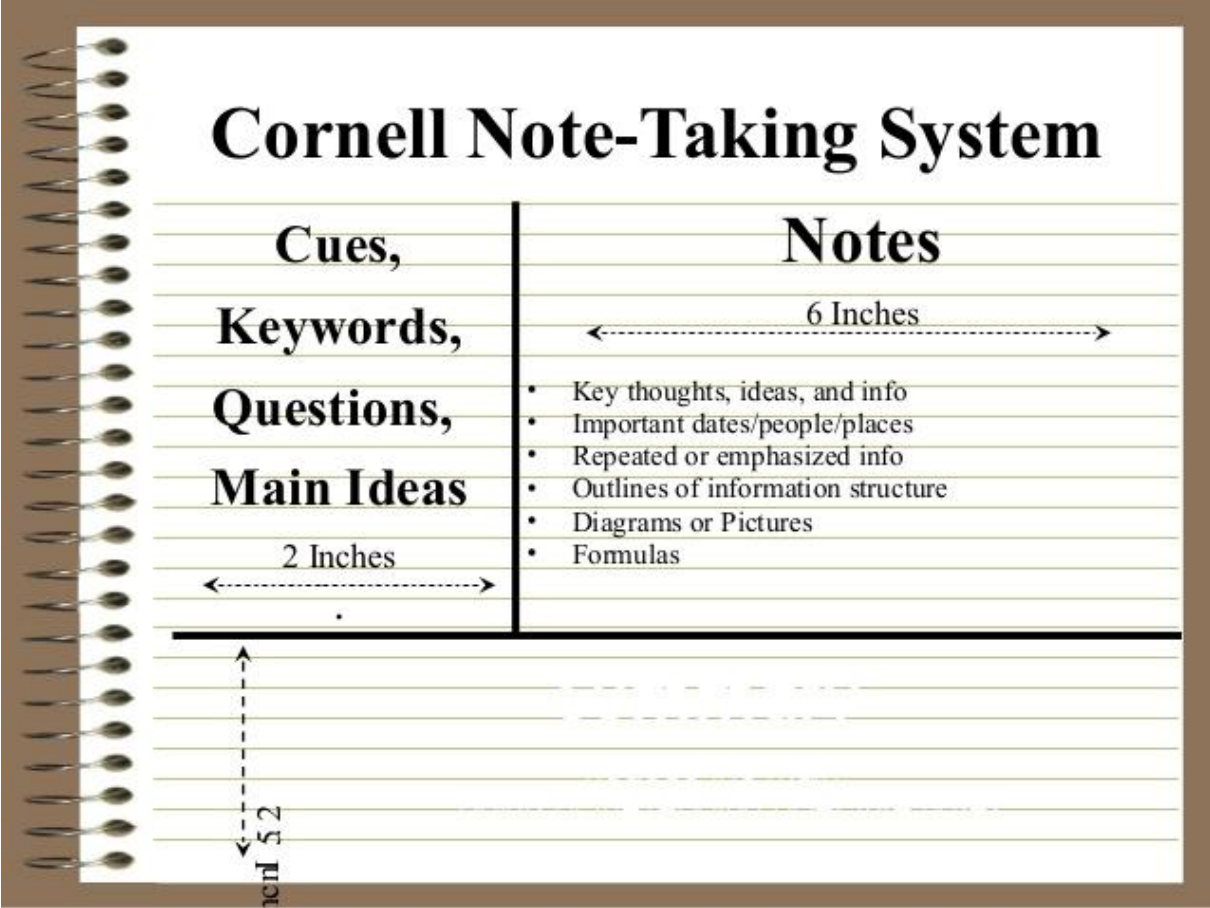


Figure 5: Example about Mind Map

Adopted from :<https://www.slideshare.net/carawc/annotations-and-cornell-note-taking>



**Figure 6:** Example about The Cornell Method

Adopted from :<https://www.museumlegs.com/research-paper/014-how-to-do-notecards-for-research-paper-mla-cornell-note-taking-template-31547/>

### Research: Source Cards, Note Taking, and Note Cards

#### Source Cards

Once you have selected a source that you think will be valuable to your research, you need to make a source card for it. This source card will contain the information you need for your Bibliography or Works Cited Page. A source card should look like:

Source Number	
Author's Last Name, First Name. <u>Title</u> . Place of Publication: Publisher, Date of Publication.	
Place Where the Book is Found	Call Number

Sample Source Card:

Source #1	
Williams, David. <u>The Last Days of Adolph Hitler</u> . New York: Norton, 1997.	
South County SS Library	943.18 Wil

South County Secondary School  
English Resource Guide (2007-2008)

**Figure 7:** Example about The Note Card

# Outline

- An outline makes your paper much easier to write
- An outline will have:
  - Introduction
    - Tell what paper is about
    - Pique the reader's interest
  - Body
    - 3 - 5 Main Points with Sub Points
    - Support ideas with quotes
  - Conclusion
    - Very briefly review your main points
    - State your "take away" message
    - Do NOT include new or detailed information

**Figure 8:** Example about The Outline

## المخلص

تدوين الملاحظات تعتبر تقنية أساسية تساعد متعلمي اللغة الإنجليزية كلغة أجنبية على تحسين تحصيلهم الأكاديمي. لذلك، تهدف هذه الدراسة إلى دراسة العلاقة بين تدوين الملاحظات ( بطاقات الملاحظات) وكتابة البحث. للوصول إلى أهدافنا، أجريت هذه الدراسة من خلال طريقة وصفية كمية يتم من خلالها توزيع استبيان على مدرسي وطلاب اللغة الانجليزية لمعرفة وجهات نظرهم بتدوين ملاحظاتهم. أُجري البحث على عينة من 100 طالب من 150 أصل و 15 مدرسًا من قسم اللغة الإنجليزية بجامعة 8 ماي 1945 قالمة؛ تم اختيارهم عشوائيا. تشير نتائج هذه الدراسة إلى أن الطلاب والمدرسين يدركون أهمية بطاقات الملاحظة في تسهيل كتابة البحوث. وكشفت النتائج أيضًا أن الطلاب يواجهون الكثير من الصعوبات أثناء كتابة البحوث بما في ذلك قواعد النحو والإملاء والمشاكل المنهجية (الاستشهاد، الانتقال...)، ومشاكل تخطيط وتنظيم أطروحاتهم. من هذه النتائج، تم التوصل إلى أن هناك علاقة إيجابية بين تدوين الملاحظات (بطاقات الملاحظات) وكتابة البحوث الأكاديمية. ومن ثم، أوصى البحث بأن يحفز المدرسون طلابهم على استخدام تقنيات تدوين الملاحظات، خاصة بطاقات الملاحظة أثناء كتابة البحوث.