

*To the memory of my dearest
Grandmother, Grandfather, Aunt and Uncles...*

THE EFFECT OF LANGUAGE OF NOTE TAKING ON SUCCESSFUL
TASK COMPLETION

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ABSTRACT

THE EFFECT OF LANGUAGE OF NOTE TAKING ON SUCCESSFUL
TASK COMPLETION

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This study investigated the effect of language choice on students' ability to take notes while listening; another aim in this study was to compare these students' performance in completing tasks, according to the language they take notes in. Moreover, it explored students' perceptions of and their preferences for language of note taking.

The study was conducted with the participation of 38 intermediate level students, divided into two classes at English Language Preparatory School of Zonguldak Karaelmas University. A three-week note taking in L1 and L2 implementation was carried out according to the schedule and tasks developed by the researcher.

The data were gathered through students' notes they took in L1 and L2, the tests they did after each note taking, the summaries written from their notes and group interviews with the students. In each week of the three-week implementation, the classes listened to a real world text in the second language and took notes in the first or second language and they also summarized their notes in the language they

took the notes. After these procedures, they performed the tests. The first week of this three-week implementation was like a preparation for students' taking notes. The students were interviewed in order to see their attitudes towards note taking and language of note taking.

The quantitative and qualitative analyses demonstrated that there was no significant difference between Turkish and English note taking on task completion. Further, the students found Turkish note taking more difficult than English note taking, yet they expressed positive perceptions of note taking in general.

This study implied that a note taking strategy could be incorporated into English Language Preparatory School of Zonguldak Karaelmas University in order for the students to understand the listening texts.

Key Words: Listening, note taking, language of note taking, task completion

ÖZET

NOT ALMA DİLİNİN GÖREVE DAYALI AKTİVİTEYİ BAŞARILI BİR
ŞEKİLDE TAMAMLAMA ÜZERİNDEKİ ETKİSİ

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Bu çalışmada dinlerken not almak için dil tercihinin öğrencinin yeteneği üzerinde etkisi araştırılmıştır. Çalışmadaki diğer bir hedef ise öğrencilerin göreve dayalı aktivite tamamlamadaki not aldıkları dile bağlı olarak performanslarını karşılaştırmaktır. Buna ek olarak, öğrencilerin not alma dili konusunda tutum ve tercihleri de bu çalışmada araştırılmıştır.

Çalışma Zonguldak Karaelmas Üniversitesi İngilizce Hazırlık Okulu'nda, iki sınıf olmak üzere 38 orta düzey öğrencinin katılımıyla gerçekleştirilmiştir. Çalışma kapsamındaki birinci ve ikinci dilde not alma uygulaması araştırmacı tarafından geliştirilen program ve göreve dayalı aktivitelere göre yürütülmüştür.

Veriler, öğrencilerin birinci ve ikinci dilde aldıkları notlar, her bir not alma sonucu uyguladıkları testler, notlarından oluşturdukları özetler ve grup mülakatları aracılığıyla toplanmıştır. Üç haftalık uygulamanın her bir haftasında sınıflar gerçek hayatla alakalı bir metni dinleyip birinci ve ikinci dilde not aldılar ve ayrıca not aldıkları dilde notlarından özet çıkardılar. Tüm bu süreçlerden sonra testleri uyguladılar. Bu üç haftalık uygulamanın ilk haftası öğrencilerin not almaya

hazırlanması niteliğinde olmuştur. Not alma ve not alma diline yönelik tutumlarını öğrenmek için öğrencilerle mülakat yapıldı.

Nitel ve nicel veri analizleri Türkçe ve İngilizce not almanın göreve dayalı aktivite tamamlanması üzerinde anlamlı bir etkinin olmadığını göstermektedir. Buna ek olarak, öğrenciler Türkçe not almayı İngilizce not almadan zor bulmuş, fakat not almaya karşı genel olarak olumlu bir tutum sergilemiştir.

Bu çalışma öğrencilerin dinleme metinlerini anlamaları için not alma stratejisinin Zonguldak Karaelmas Üniversitesi İngilizce Hazırlık Okulu'nda kullanılabileceğini göstermiştir.

Anahtar Kelimeler: Dinleme, not alma, not alma dili, göreve dayalı aktivite tamamlama

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CHAPTER I: INTRODUCTION

Introduction

Listening is generally regarded as a complex skill involving difficult processes, hearing and discriminating the sound, identifying grammatical and pragmatic units and connecting all these and other linguistic cues together (Rost, 1991). Note taking is a strategy used while listening which helps the individual comprehend more by writing down the basic concepts. Students transfer information through note taking in lectures (Boch & Piolat, 2005). Taking notes in lectures is a difficult process for many students because they are working on two procedures, trying to comprehend the incoming message while listening to the lectures and fitting this message into a written form. However, note taking does not occur only in lectures, we do it also in our daily lives. People may listen to something or somebody and take notes at anytime, anywhere and in any language in order to remember, complete a task or finish an academic program (Boch & Piolat, 2005). Note taking is a key to comprehension and there may be many variables that affect this comprehension procedure and the language of note taking while listening may be one of those variables that have an effect on comprehension. This study seeks to discover the effect of language of note taking on comprehension by examining successful task completion based on note taking.

Background of the Study

Listening is the basic skill for learning a language due to the fact that it is the first step in the acquisition process, in which the learner attempts to make sense of the continuous flow of language in the environment. In this continuing process, the listener has a chance to measure everything in his mind; that is, he hears anything near him and in his mind, he tries to sort the sound into a describable pattern, which is the meaning of the utterance (Schwartz, 1998).

Listening is not just receiving the sound waves that come to the ear, but also a process in which the vibrations of the sounds are sent to the brain in the form of meaningful messages in the brain (Underwood, 1989). During the listening process, the individual uses different kinds of knowledge, one of which is linguistic knowledge, such as phonetics, phonology or syntax. The other kind of knowledge is non-linguistic, and includes the background knowledge of the person, or knowledge about the subject (Buck, 2002). According to Vandergrift (2002), listeners apply both their linguistic knowledge and prior knowledge to understand the incoming message; in other words, bottom-up and top-down processing are used by the listeners during listening. Vandergrift (2007) states that the use of these processes changes according to the purpose for listening or listener characteristics. If we want to get more detailed information, we use the bottom-up strategy, whereas when we want to get the message as a whole, we use the top-down procedure. In addition, there are many kinds of listener characteristics, each of which has an effect on the process of listening comprehension. Rubin (1994) identifies these listener characteristics as proficiency level of the learner, memory, age and gender. For instance, knowledge of the language can affect cognitive processing while listening, but which part of

knowledge affects processing is not clear; it may be knowledge of grammar, vocabulary, or discourse structures (Rubin, 1994).

Listening comprehension processes are not so different in the first and second language; both first and second language learners may have difficulty while listening, but the sources of this difficulty are different. Native speakers may not be interested in the topic, so they do not get the message easily as they are not concentrating on the subject. On the other hand, second language learners do not have as much control of the linguistic or cultural knowledge of the target language, so while listening, they may have difficulty as they are struggling with those components (Buck, 2002).

In listening or reading, learners use a variety of strategies in order to understand the incoming message. Note taking is one strategy that learners apply. According to Fahmy and Bilton (1990), note taking is generally a difficult process involving many skills, most prominently listening, writing and reading. Note taking is generally thought of as an academic skill, but it occurs everywhere in our lives; we take notes so as to remember the ingredients of a meal that is being prepared on a television program, or while talking on the phone about an important issue, or while we are listening to someone explaining a task. Therefore, note taking is an essential skill that helps individuals to remember things easily (Fajardo, 1996).

Note taking is like a window into the listening skill, you should open this window in order to understand the incoming information better and this window entails certain cognitive procedures; that is, while the person is listening, he is trying not only to comprehend the message, but also to shape this message into a meaningful structure in order to go back and remember it, so this process needs time

and care (Simonet & Simonet, 1995). Note taking in listening is more difficult than note taking in other skills, especially reading, due to the fact that while listening and taking notes, there is little opportunity to look back and correct the notes; however, while reading and taking notes, it is possible to go back and read again and again (Simonet & Simonet, 1995).

Although Piolat, Barbier and Roussey (2008) state that note taking in the first language requires cognitive effort, they note that note taking in the second language is more difficult due to the fact that the linguistic knowledge of the non-native learners is problematic, and this limited knowledge hinders the note taking process. Therefore, the most important thing that the non-native learner has to develop is linguistic competence in order to improve in note taking (Faraco, Kida, Barbier, & Piolat, 2002).

In their study, Carrell, Dunkel, & Mollaun (2004) investigated the effect of note taking on ESL listening comprehension tests in terms of lecture length, topic and the listener's aptitude in this process. They found that in computer-based listening tests based on short lectures about arts and humanities topics, students did better when they had taken notes than when they had not. However, in a listening test about lectures on physical science topics, there was no difference between students who took notes and those who did not. Hale and Courtney (1991) examined the effect of note taking or non-note taking on students' test performance in the context of TOEFL mini talks. It was found that note taking had little impact on students' test performance. Fahmy and Bilton (1990) studied the listening comprehension problems of non-native students in lectures by native speakers. The students' notes were analyzed in order to understand each lecturer's method of explaining the

information. The results showed that notes taken by the students were poorly organized and the students were not aware of the key words or discourse markers that each lecturer used in the lectures. Kangli (1995) looked at the effect of linguistic or cultural knowledge and grammatical or lexical cohesion on note taking for consecutive interpretation. It was found that knowledge and cohesion activate many skills for the individuals so as to take good notes. These studies have examined not only the note taking concept in general, but also its effectiveness in the academic listening environment.

Other studies have compared L1 with L2 note taking in listening comprehension. For instance, Barbier, Roussey, Piolat and Olive (2006) compared students' note taking in the first and second language during lecture listening and they found no difference in perceived difficulty of the comprehension and production tasks, volume of the notes and their fidelity to the source texts and lexical or discourse level abbreviation processes between students' note taking in L1 and in L2. Koren (1997) examined note taking while listening to academic lectures in L2. She asked the students to take notes on an English passage about law read by their lecturer. She found that while taking notes during the lecture, most of the students chose to translate the text into their own language by simplifying syntactic and lexical items because they would study from these notes for their examinations. Piolat, Barbier and Roussey (2008) looked at the fluency and cognitive effort during L1 and L2 note taking and writing procedures. The results of the study showed that L2 note taking strategies were lower than L1 note taking strategies and the participants spent greater effort in L2 note taking than L1 note taking. The study also focused on the importance of note taking strategies in the second language. The

researchers stated that it was important to develop students' note taking strategies in L2.

We have seen in this section that several studies have looked at how note taking affects students' listening comprehension or have compared L1 and L2 notes in academic listening environment. However, these studies generally examined whether note taking in general had an impact on task completion, rather than comparing the effects of different languages. Where studies did look at the language of note taking, they chose to study the notes and tasks separately. Hence, there has been little attention paid to the impact of language of note taking in listening on the completion of tasks. The present study, therefore, intends to focus on the effect of language of those notes affecting completion of a task.

Statement of the Problem

Many recent studies have focused on lecture note taking in listening (Carrell, et al., 2004; Fahmy & Bilton, 1990; Hale & Courtney, 1991; Kangli, 1995; Koren, 1997), or the language of note taking in an academic environment (Faraco, et al., 2002; Koren, 1997; Piolat, et al., 2008). However, to my knowledge, what is not clear in the literature is the impact of the language of note taking on completing a task that involves listening. Therefore, the aim of this study is to investigate the effect of note taking language on task completion. In addition to this, it is aimed to know people's attitudes towards the language of note taking.

The preparatory school of English at Zonguldak Karaelmas University gives importance to improving students' listening comprehension and many tasks have been developed according to listening skill for the students. However, little attention has been paid to note taking while listening at my institution. Hence, at the local level, I would like to know how the effect of language choice of note taking while listening will have an effect on the tasks the students perform at my institution; another aim is to know their perceptions about L1 and L2 note taking.

Research Questions

- 1) How does language of note taking affect completion of a task based on the use of those notes?
- 2) What are students' perceptions about the language of note taking?

Significance of the Study

Due to the lack of attention to the relationship between the language of note taking while listening and students' subsequent performance in completing tasks, the results of this study may contribute to the literature by revealing the effect of L1 and L2 note taking on students' understanding.

At the local level, this study intends to show the impact of taking notes in Turkish and English on students' performance in task completion at Zonguldak Karaelmas University. This information is valuable for the institution due to the fact that the results may lead to new decisions on the design of listening courses through

note taking practices in Turkish or in English. Furthermore, with this study, instructors will have the opportunity to see students' preferences in language choice in note taking while listening, so they need not force the students to take notes either in Turkish or English during listening courses.

Conclusion

In this chapter, a brief summary of the issues concerning the background of the study, the statement of the problem, the significance of the problem and research questions have been described. The next chapter deals with the literature review of listening and note taking concepts. The third chapter describes the methodology of the study by presenting the participants, instruments, data collection procedure and data analysis. The fourth chapter explains the analysis of the results performed after first and second language of note taking and the summaries written from the notes. The last chapter describes the conclusions of the findings and discusses the limitations of the study, pedagogical implications and suggestions for further research.

CHAPTER II: LITERATURE REVIEW

Introduction

This study examines the effect of language choice in note taking on task completion and the attitudes of the participants towards language of note taking. The present chapter gives background information on listening comprehension, different types of listening, first and second language listening and testing listening. This is followed by describing the note taking process in detail by exploring taking notes in reading and listening skills and comparing note taking in the first and second language. Lastly, research studies on the effect of note taking strategies in an academic context and the language of note taking on academic tasks are presented in order to emphasize the need for this study.

Listening Comprehension

What is Listening?

Listening involves not only hearing, but also attention, understanding and remembering. Hearing is the concrete process of receiving the message, attention is the focus on the incoming message, understanding is loading meaning to this message, and remembering is collecting all the information in order to use it when needed (Barker, 1971). Wolvin and Coakley (1979) describe these processes as distinct but related components and it is also stated that listening is generally thought to mean the same as hearing or attention, but listening is a meaningful action, more than just receiving sound waves.

Listeners participate in an active process while listening. In other words, they are performing both physiological and cognitive processes (Schwartz, 1998). This is a recent change from the previous belief that listening involved only a one-way process, which focused only on the physiological process (Lewkowicz, 1991). The current thought about listening is that both linguistic and non-linguistic factors are thought to play major roles in listening. Linguistic items include phonemes, morphemes, lexis or syntax, while non-linguistic knowledge is the background knowledge of the listener. During the listening process, the listener analyzes these linguistic components by integrating them with his world knowledge, and this two-way processing is a combination of bottom-up and top-down processing (Buck, 2002; Lewkowicz, 1991).

In bottom-up processing, learners move from grammatical units to words, then to sentence structures, and then assign a meaning to this hierarchy. In top-down processing, on the other hand, the learner uses background knowledge in order to interpret the message (Dunkel & Davis, 1994). However, both ways of processing are significant for comprehension, because of the fact that each complements the other. In other words, while bottom-up processing deals with specific units of the text, top-down processing sees this text as a whole at first, so that the specific units can be assigned to the whole picture (Nunan, 1992).

Bottom-up and top-down processing are used for comprehension in both reading and listening. However, reading and listening differ in that they require different types of decoding skills (Rost, 1992). While reading uses visual recognition skills, listening applies auditory recognition skills; Rost (1992) explains these recognition skills as follows:

Listener strategies for making sense of speech must include ways of recognizing unit boundaries and editing heard speech to conform to these boundaries. Whereas trained readers of English are attuned to left-to-right visual orientations and word divisions as well as to sentence and paragraph punctuation, listeners must utilize temporal pause boundaries, rhythmic groupings, tone placements, and intonation rises and falls to segment speech. (p. 10)

Bottom-up and top-down procedures are common to reading and listening (Rost, 1992). In reading, the bottom-up procedure conveys the message through words and moving to more complex levels, while the top-down procedure involves understanding the message using prior knowledge (Treiman, 2001). For instance, when the reader starts with a sentence like ‘I felt very tired and went to b’, it is automatically understood that the word is ‘bed’. Here, while engaged in the bottom-up procedure, the reader reads to the end of the sentence in order to get the message, but in the top-down procedure, using background knowledge and the context, the reader can predict the word ‘bed’ (Treiman, 2001).

The bottom-up processing in listening entails coding the incoming data as phonemes at first, and then moving to higher levels or more complex structures, linking phonemes to words, phrases, utterances and then complete texts. Top-down processing, on the other hand, involves comprehending the meaning of the sounds on the basis of background knowledge (Nunan, 2002).

Listening Contexts

An understanding of the cognitive process of listening comprehension in general is provided by the bottom-up and top-down processing skills. However, these procedures are not enough to understand the entire process of listening. What we listen to and in which context we listen to something are important issues in this respect. For the purposes of the present discussion, I will divide the contexts into ‘real life contexts’ and ‘academic contexts’.

Real Life Contexts

Underwood (1989) describes real life contexts as the situations from real life, which can be listening to a conversation in order to understand what the speaker is saying, listening to announcements at airports or stations to extract important information, listening to the news on the radio so as to understand selectively only the main points of the news, listening to songs for pleasure, or listening to the radio in order to enjoy some interesting programs.

Academic Contexts

The type of context which I am also interested in this thesis is the academic context. Lecture listening comprehension has distinct characteristics from other situations in listening, especially conversational listening (Richards, 1983, pp. 228-229). Listeners need specific subject background knowledge while listening to a lecture in order to understand the specific points, but in conversations, people need more general background knowledge because although the person may not know the themes during conversation, he can ask the person speaking, yet in lectures the situation is not the same. In conversations, there is turn-taking between people;

however, in lectures, turn-taking takes place in the form of questions by the lecturer and answers from the students, and vice versa (Flowerdew, 1994, p. 11). The focus of attention is the other difference between academic and conversational listening. Listeners pay attention to the information in lectures, but in conversational listening, listeners give importance to interpersonal meaning during conversations (G. Brown & Yule, 1983; Flowerdew, 1994). Lecture listening does not involve spontaneous, but planned speech; in other words, in order to convey his message to the listeners, the speaker is careful about uttering complete words and sentences in lectures by self-corrections, rephrasing or repetitions, and so on (Buck, 2002; Ur, 1984).

First and Second Language Listening

In addition to the distinct features of conversational or academic listening, whether listening takes place in one's first or second language is significant to listening comprehension (Buck, 2002). As Shang (2008) points out, non-native listeners must deal with some basic second language forms or structures so as to be effective in foreign or second language listening. In other words, they must know grammar, syntax, phonology, morphology or phonetics of the target language; otherwise, they cannot grasp what has been said. The sounds in the first language that come to our ears are automatically comprehended. In other words, as first language skills are learned unconsciously, we can understand many complex utterances (Buck, 2002). However, second language learners cannot understand the target language automatically due to the fact that they are not as skilled as they are in their native language. In other words, they may cope with an utterance having many

complex grammatical structures or unknown sounds different from the first language and this is not the same as receiving input in the native language. There may be some gaps in their structural or phonological knowledge of the second language while listening in that language, so they must deal with these gaps. This does not mean that native learners do not have difficulty in understanding a listening text; however, the difficulty is not with linguistic or cultural patterns of the language, as it is with non-native speakers, but with the kind of text listened to. They may not like the text, so they cannot concentrate on it and understand it (Buck, 2002). According to Flowerdew and Miller (2005), the procedures we perform in L1 situations are not different from L2 situations, but there are some obstacles for listening comprehension. In other words, L2 listeners need some extra processes in order to thoroughly comprehend the input. For instance, during conversation, there may be some noises around and those noises may not be a disturbance for an L1 listener because he can compensate for this by his background knowledge or inferencing and he can use automatic processing devices, which help the listener decide if the input should be in short or long term memory. However, an L2 listener should focus on controlled processing devices, which help the listener to think carefully before they decide on any decision about the incoming message. Therefore, the L2 listener has one more step so as to access automatic processing. In addition to these specific differences between the first and second language listening comprehension, general understanding of this concept can be much more revealed by focusing on assessing the listening skill.

Assessing Listening

Rost (1992) states that in order to know how much of a skill is learned there should be skill testing. Hence, if we want to see the students' improvement on listening, we should assess it (p. 175). Testing listening ability in the second language has changed over many years and in each year, not only ideas about the assessment of listening, but also basic techniques used in testing have varied. There have been three approaches coming one after the other in this historical change of listening assessment. The discrete-point approach is the first one, which tests linguistic items separately. Recognizing minimal pairs or paraphrases in the language, or multiple choice tests are commonly used in this approach. This specific focus is useful in understanding these discrete components of listening. However, as these components are combined with other elements in the language in listening, another approach, integrative testing, emerged. This approach has focused on testing the language as a whole rather than the separate items in the language. Cloze tests, gap-filling tests, translation and dictation are some of the techniques used in the integrative testing approach. In integrative testing, general understanding of the text is revealed, but the text cannot be linked to a communicative context (Buck, 2002). Communicative testing is the last approach in testing listening in the second language. Rather than what the person knows about the language, the most important thing in this type of testing is the person's using his knowledge in order to communicate. Those test types focus on the individual's performance rather than competence. In other words, testing the person's use of language in particular situations is more important than testing his knowledge about a given structure. Communicative testing has a strong connection with authenticity (Buck, 2002).

Peters (1991) focuses on the importance of the authentic content in a communicative assessment. Communicative test items should involve real world elements.

According to Thompson (1995), to be successful in an authentic test, people should be careful about the authentic components in the tests; in other words, from the outside voices or the tone of the speakers in the listening texts from real life, test takers should understand what the speakers in those texts are talking about or where they are.

As authenticity is thought to be a part of communicative listening assessment, what is meant by 'authenticity' or 'authentic' needs to be clarified. Underwood (1989) describes 'authentic input' as:

phrases like 'real speech', 'not specially designed for foreign learners', 'natural conversation', 'what people say in real life', 'what native speakers say when talking to each other' [...] Many examples of where it might be heard have been given, including 'in the street', 'at home', 'on some radio programmes', 'at meetings', 'in school', etc. (p. 98)

If 'authentic' texts are used in the tests, the 'naturalness' feature is the primary focus for those texts; for instance, artificial tone of voice, slow speaking or very clear utterances show the unnatural concept. Therefore, test developers try to find normal tone of voice or normal speed in the conversations of the texts (Underwood, 1989). Then, some problems emerge because of the 'authentic' concept. There are some questions about whether or not there can be a real world text in the class, or how much of the texts are authentic due to the fact that these are all applied in 'classrooms' (Buck, 2002, p. 92; Hughes, 2003, p. 17; Thompson, 1995). As learners know that they are not in that situation, the texts do not seem to be real,

yet instead of using ‘authenticity in the class’ term, Underwood (1989) prefers to apply some terms in order to avoid these misunderstandings, so ‘near authentic’ or ‘authentic like’ phrases can be better examples for real texts. Widdowson (1985) also states that authentic texts are not just texts from real life, which he calls ‘genuine texts’. There must be a meaningful relationship between the listener and the text, which is the feature of ‘authentic text’ itself. In other words, listeners must combine the genuine text with authenticity. The purpose, the situation, the speakers or the other basic components of the input must be meaningful to the listener. Then, a real world context occurs for learners (Widdowson, 1979, p. 165).

Tasks in Listening

Listening tasks help the listeners to convert the coming input into meaningful information in their mind (Buck, 2002). According to Ellis (2003), there are two types of listening tasks; interactive (also known as reciprocal), and non-interactive (also known as non-reciprocal). Interactive or reciprocal tasks include information shared by another learner; in other words, there is an opportunity for an interaction in those kinds of tasks. Completing an information card by interviewing other classmates is an example of a reciprocal listening and speaking task. Non-reciprocal or non-interactive tasks, on the other hand, include two kinds of tasks, academic listening and listen-and-do tasks. Listen-and-do tasks are performed after listening in order to see how well the learners have received the input. The listener demonstrates his understanding through the task he has completed. Academic listening tasks, on the other hand, require note taking while listening to lectures. They require cognitive processing from learners, such as understanding and selecting the appropriate topic

to note down, and the products of these tasks are the notes written. Those notes are beneficial for students because they study with them for their exams.

In order to design listening assessment tasks, Brown (2004) suggests that types of listening according to different kinds of objectives should be considered beforehand. Intensive listening, for instance, requires understanding the surface structure components, such as phonemes, words, or the stress of those words. Responsive listening is for understanding the short texts so as to respond to them easily. Selective listening is for receiving the meaning out of context; in other words, listening for scanning the information taken. The last listening type is extensive listening which involves overall understanding of the listening text. Listening for main idea or making inferences may be examples for this type of listening. If the test taker is at the extensive listening stage, he is supposed to be performing interactive skills, such as discussion, questioning or note taking. Note taking, for instance, is believed to give many clues to the quality of the student's aural comprehension. Notes taken by learners while listening show their understanding of the given input. In the next section, this note taking strategy will be discussed in detail.

Note Taking

What is Note taking?

People take notes for various reasons; they write down the basic important points while they are reading an article or a book in order to remember what they have read. They take notes while listening to a lecture, a conference or a conversation because they may study from the notes taken in the lecture or they may

talk about some topics discussed in the conference or during the conversation later (Simonet & Simonet, 1995).

Note taking is a complex process and it has two basic functions, one of them is to record the data and the other one is to provide reflection. For instance, people take notes from lectures or any kind of a written text. While they are noting down the main parts of those lectures, they are receiving the information and reflecting on it. What is meant by 'reflection' is that people perform cognitive processes while taking notes; for example, they are trying to decide or judge which information to note down and how the separate bits of information relate to each other, so they are going through thinking processes (Boch & Piolat, 2005, pp. 101-102).

Note taking is a study skill that integrates such skills as listening, reading or summarizing (Fajardo, 1996). Note taking in reading and listening skills should be thought of as two different issues since they have different functions in an academic context (Simonet & Simonet, 1995).

Note taking in Reading

Note taking in reading is a study skill for students because it helps them to remember more concepts on the subject by analyzing the text effectively during reading (Williams, 1989, p. 31). The person can take notes not to forget the things he has read and note taking can be personal. The reader can write key words or draw diagrams while reading because he is the one who must understand those notes after he turns back to them (Devine & Meagher, 1989, p. 62; Simonet & Simonet, 1995, p. 85). However, the person can also take notes for other people by writing short notes

from academic reports or articles. With these notes, people are able to write longer texts, such as academic articles, theses, and so on (Simonet & Simonet, 1995, p. 85).

Note Taking in Listening

Note taking is generally thought to be an academic skill that is performed by students during lectures; however, people take notes not only in classes, but also in legal, occupational or medical contexts of real life situations. In other words, we usually use this strategy beyond the classes (Hartley, 2002, p. 560; Piolat, Olive, & Kellogg, 2005, p. 291). For instance, we take notes so as to remember the ingredients of a meal that is being prepared on a television program, or while talking on the phone about an important issue, or while we are listening to someone explaining a task.

Students' taking notes while listening to a lecture is believed to be beneficial for their understanding the content of the academic context because their attention is mainly on the lesson, which provides more concentration and opportunities to remember the courses easily (Carrell, et al., 2004, p. 84). According to Fahmy and Bilton (1990), note taking while listening involves several procedures, which are listening to lectures, selecting the parts which must be noted and forming notes of these lectures (p. 123).

In an academic context, students have difficulty in taking notes because they do not know how to concentrate on the lecture, which points to note down or how to form the notes taken in an organized way (Toole, 2000, p. 166). Therefore, note taking while listening is thought to be difficult because the person is under a heavy processing pressure; in other words, he hears the sound, relates it to a meaningful

context and conceptualizes the data in his mind and reflects all these to a written context. Moreover, if the listener has difficulty while taking notes, he cannot easily turn back to the material whenever he wants because he listens to the listening text, and it has gone (Simonet & Simonet, 1995).

Although it is believed to be a hard procedure because of the cognitive processing required in note taking, such as sentence level comprehension, deciding how the ideas are related each other, and deciding what to write or how to write it down, people can use any kind of note taking strategy that will ease their understanding the text. People may try to write every word that they hear, they may shorten the sentences or they may develop their own system of symbols or abbreviations (Fajardo, 1996; Simonet & Simonet, 1995). It is important to talk about the research studies on note taking in order to see this hard procedure from different points of views.

Research Studies on Note taking in Lectures

Carrell, Dunkel and Mollaun (2004) investigated the effect of note taking on ESL listening comprehension tests in terms of the interaction of note taking with lecture length, topic and the listener's aptitude in this process. The participants were 234 students studying ESL at five different universities. There were two sessions in the study. In the first session, a biodata questionnaire and a listening comprehension test were employed to see the participants' background knowledge and proficiency level in the target language. In the second session, computer-based tests of listening comprehension prepared for the research were administered. In this session, there

were eight lectures, four of which were short and four of which were long. These lectures were about arts and humanities and physical science topics. Each participant listened to two short and two long lectures. They were permitted to take notes in English in the first two lectures, one of which was long and the other short, but they did not take notes in the other two lectures. When the interaction between note taking and lecture length was considered, on short lectures, the students did significantly better if note taking was allowed than if there was no note taking. On longer lectures, there was no significant difference between note taking versus not note taking situation. When the interaction of note taking and topics of the lectures was considered, it was found that for arts and humanities topics, students who took notes performed better than those who did not take notes in those topics; however, that for physical science topics, there was no difference between note takers and non note takers. Based on these results, Carrell et al. (2004) suggest that the students should be allowed to take paper-and-pencil notes while listening to computer based lectures. With respect to the length of mini talks, there should be more research on this subject because although note taking was beneficial for the participants on short lectures, it was not advantageous on longer lectures. However, if there had been an increase in lecture length, but not in information load, the students might have performed as well as they did on shorter ones. For topic and note taking, it was suggested that different topics might affect students' performance due to different backgrounds of the students.

Hale and Courtney (1991) also examined the effect of note taking in English on students' test performance in the context of six TOEFL mini talks, with 563 international students. There were two tests in the study, test A and test B, each of which included three mini talks. The students were allowed to take notes for only one of the tests and the instruction for this information was presented via tape recorder. After listening to the first three mini talks and taking test A, the students listened to the other mini talks and did test B. If the students were allowed to take notes while performing test A, they did not take notes in test B, and vice versa. The results of the study revealed that individually, the students' test results between test A and B were not different. However, overall, as a group, note takers performed better than non note takers. Based on these findings, Hale and Courtney (1991) think that allowing the students to take notes had only a small effect on their test performance. Additionally, in short length lectures the students could not forget the points of the lecture easily if they were allowed to take notes, but when they were not allowed to take notes, they might forget as they did not have any written record. For the questions asked in the research, taking notes must have helped the students to answer detailed comprehension questions as they could write specific details from the lecture, and their performance was good. However, when they were not allowed to take notes, their performance was not better than note taking situation as they did not write those details and as a result, they could not answer the questions easily.

Fahmy and Bilton (1990) studied the listening comprehension problems of non-native students in lectures given by two British professors. The professors gave the same lectures to three separate groups involving twenty five students over four weeks. The first and last lectures were audio-taped and transcribed in order to see the

differences in stress, intonation or some non-verbal features between the two lecturers in these three groups. During these lectures, the students were asked to take notes in English which were analyzed in order to understand each lecturer's method of explaining the information and then teaching styles of the lecturers were compared with the notes taken by the students. The results showed that all of the students' notes were poorly organized and the students were not aware of the key words, discourse markers or any other method that each lecturer used in the lectures.

Kangli (1995) looked at the effect of linguistic or cultural knowledge and grammatical or lexical cohesion on English note taking for consecutive interpretation. This was not an experimental study, but an analysis of the notes taken by the students in terms of the relationship between script, cohesion and the effect of note taking on memory and comprehension of the lectures. It was found that knowledge of the person and the cohesion of the notes written could activate many skills for the individuals so as to take good notes.

Taken together, these studies have examined not only the note taking concept in general, but also its effectiveness in the academic listening environment. Based on the results of the studies on English note taking, the studies showed that the note taking strategy is either not effective or only sometimes effective for the students. As note taking in general is not so effective for understanding a lecture or a passage, there might be other factors which influence the effectiveness of note taking. One such factor may be the language in which notes are taken.

The Language of Note taking

The difficulty of listening to an academic speech or a radio program and taking notes at the same time may change from person to person. However, when the language of note taking is considered in this respect, some problems emerge, especially for foreign or second language learners if they are to translate the input. In other words, if the language of incoming data is different from the individual's own language and needs to be translated, the non-native learner has more difficulty than the native speaker. The reason for this difficulty is that note taking is a complex process in itself involving cognitive procedures, such as choosing and placing the meaningful input to an organized frame, and here, the learner is performing an additional procedure, which is translation (Koren, 1997).

Note taking in the first and second language

Note taking and listening to a lecture or a speech in the first language require cognitive processing since the note taker is trying to understand the data and produce notes from these data at the same time (Barbier, et al., 2006). However, as compared to first language note taking, taking notes in the second language is more difficult for two reasons. Firstly, the linguistic knowledge of low level non-native learners may not be enough to cope with note taking processing in the target language. The second reason is that non-native learners may not know how to transfer note taking skills to the target language and may have problems with applying their native tongue note taking techniques to the second language (Barbier, et al., 2006; Faraco, et al., 2002; Piolat, et al., 2008). Therefore, non-native learners must develop their linguistic competence to be successful in note taking (Faraco, et al., 2002). Developing their

linguistic competence in L2 note taking does not mean non-native learners are going to take notes in the second language all the time. There is also a possibility for them to take notes in their native language and the following research studies deal with this possibility.

Research Studies on the Language of Note taking

Apart from the effect of note taking, the language of note taking in listening comprehension is thought to be an important issue in various studies. Barbier, et al. (2006) described a study that investigated note taking in the first and second language by focusing on language procedures and self evaluation of the difficulties in note taking with ten Spanish and twelve English intermediate level students studying French. Two lectures were presented in the study, one in the students' first language and one in French. The students listened to one of the texts while note taking in the same language as the lecture. Then, they wrote an abstract of the lecture without using the notes they had taken. Then, they listened to another text in the other language. They also took notes in the language they were listening to. They then produced an abstract of the lecture in the same language without notes. It was found that both English and Spanish participants used similar personal note taking styles, such as abbreviations, formatting, and so on in their first language; however, according to the structural similarities between L1 and L2, those participants used different note taking styles while taking notes in L2. The study showed that the structure of the native language affected participants' perceived difficulty of comprehension, and as a result the way they applied L2 note taking procedures by

changing the volume of their notes and lexical or discourse level abbreviation processes in their L2 note taking.

Koren (1997) examined note taking while listening to academic lectures in L2. Thirty seven students studying law at an Israeli University participated in the study. An English passage about law from a textbook was read to the students by their lecturer. They were asked to listen and take notes as they were used to. Then, they were interviewed by the researcher about the reason for their selection of the language. The study revealed that while taking notes during lectures, most of the students found English note taking difficult and they chose to translate the text into their own language by simplifying syntactic and lexical items because they would study from these notes for their examinations. As a conclusion, although listening to the lecture in the second language and taking notes in the first language were difficult processes because of the fact that the learners were both listening to and translating the information, this made it easy to use the notes later; in other words, while studying for the exams, it was better to read their own language in order to understand much more. Furthermore, for those who preferred to take notes in English, the researcher stated that listening and taking notes in the target language would give a chance for the students to develop their proficiency in the second language.

Piolat, et al. (2008) described a computer assisted study conducted with 22 undergraduate students about fluency and cognitive effort during note taking and writing procedures. Among those participants, there were ten Spanish and twelve English students and their second language was French. The study involved six phases: in the first phase, the participants were trained about the computer part of the

study. They were told to click the mouse the moment they heard sound signals while they were taking notes or summarizing. The computer signaling was a special program for understanding the cognitive effort for all of the participants. This program provided detailed information by recording each participant's reaction times to the signals while doing each task. The participants' mean weighted reaction times for each task were compared. In the second phase, they were told to take notes of the lecture which was in French for half of the participants and for the other half it was in English or Spanish. The participants took notes in the same language they heard and also clicked the mouse when they heard the signal. The third phase was about summarizing the notes in the same language they had written and they were again asked to respond to the sound in the same way. In the fourth and fifth phases, participants listened to the other language and took notes in the same language and summarized the text. In addition, while they were performing those procedures, they were also clicking the mouse for the signals. In the last stage, the participants were given questionnaires about asking about the difficulty of the study. When the results were taken into consideration, it could be stated that writing a summary in both L1 and L2 needed more cognitive effort than taking notes in both L1 and L2. Based on the duration of reaction times of the participants during note taking, the study showed that note taking skills in L2 were lower than note taking skills in L1 because the reaction time for taking notes in L2 was longer than taking notes in L1. Based on this information, it was also stated that the students had more cognitive effort in L2 note taking than note taking in L1. Additionally, text comprehension could be seen in the results stating that the participants' summarized points in L2 were lower than the points written in L1. The questionnaires also supported the results of the study that

the participants had great difficulty in understanding the details of the texts in L2 while summarizing from their notes. Furthermore, they said they did not have any difficulty in understanding the general ideas of the texts in either language. This study focused on cognitive effort or note taking strategies in both languages much more than the effectiveness of language of note taking in those situations. It showed that thinking of L1 and L2 note taking concept in general, mastery of note taking techniques was very important subject for developing non-native learners' note taking strategies.

We have seen that note taking while listening is the focus of many studies, but when the language of note taking is taken into consideration, it can be stated that researchers have mostly focused on the strategies of note taking and a careful examination of the notes written in the first or second language, rather than on the impact of language of note taking on completing a task, which is an important tool in order to see learners' performance in note taking and L1 and L2 note taking. Therefore, in the present study, the importance of the effect of note taking language to complete a task given will be focused on.

Conclusion

With regard to the studies, it can be concluded that the note taking concept and the language of the notes were examined in detail. The studies on the note taking concept showed that taking notes was not very effective for understanding a lecture or a passage. Studies on the language of note taking mainly examined notes and note taking strategies in the first and second language without giving so much information

about the interaction between the language of note taking and task completion. To my knowledge, no study has explored the effect of the language of note taking on the completion of tasks. For this reason, there is a real need for examining note taking language and task completion in order to understand if there is a relationship between these two factors. In the next chapter, methodology of the study reporting the participants, the instruments, data collection and analysis procedures will be presented.

CHAPTER III: METHODOLOGY

Introduction

This study investigates the effect of language of note taking while listening on Zonguldak Karaelmas University preparatory class EFL learners' completion of tasks. It also examines students' perceptions of and their preferences for language of note taking. A quasi-experimental study was conducted to measure students' ability to successfully complete the tasks on the basis of notes taken in either L1 or L2. Then, students' test scores performed after they took notes in L1 were compared with the test scores performed after they took notes in L2. In addition to the test scores, the participants' summary scores which they wrote after L1 note taking were compared with the summary scores which they wrote after L2 note taking. The students' attitudes about the language of note taking were examined in detail in terms of the common points they told about the study in the interview. In this chapter, information about the setting, participants, instruments, materials, data collection procedure, and data analysis will be provided.

Research Questions

- 1) How does language of note taking affect completion of a task based on the use of those notes?
- 2) What are students' perceptions about the language of note taking?

Setting

The study was conducted at Zonguldak Karaelmas University English Language Preparatory School. If students fail the proficiency test at the beginning of the term, they must attend the English preparatory school for one year. At the beginning of the preparatory school year, students take a placement test and there were three levels in the 2008/2009 academic year: intermediate, elementary and beginner. There are 30 hours of English every week. The main course book is taught for 14 hours and grammar, speaking, listening, writing and reading are equally focused on this lesson. For instance, students study grammar rules, they improve their reading and listening skills and they are exposed to some speaking tasks. Furthermore, they study writing courses for two hours in which they learn to write systematically and in an organized way. They also have multi-media courses for four hours. Multi-media courses constitute two-hour video lessons and two-hour listening and speaking lessons. In video lessons, students watch a television series subtitled in English. In listening and speaking lessons, students listen to texts on different topics and talk about these subjects. Laboratory lessons provide self-study time for students to improve in listening, reading and writing skills. In addition to these, vocabulary and grammar are the other parts of lab courses. At the end of the year, they must pass the final exam and if they do not pass, they can go on their departments, but they have to take the proficiency test which is given at the beginning of each year and they must pass this test before they can graduate.

Participants

The participants were 38 intermediate level students in total. They were from two intact listening/speaking classes which included 19 students in each. These classes were chosen because the instructors of those classes were willing to participate in this study. In Class 1, there were 11 male and 8 female students while in Class 2, there were 10 male and 9 female students. The age range of the participants was between 17 and 19 years. The instructors were MA graduates in the department of ELT and they had both been teaching for six years at the time of the study.

Instruments and Materials

Listening texts and tasks and interviews with students were the data collection tools that were used in this study. Six listening passages, all of which were in English, were chosen from some Internet sites and practice test books (Austin, Redisch, Lennon, & Prahl, 2007; Beare, 2009; Mills & Frazier, 2004). The listening texts in the study were for ESL/EFL students and those texts lasted between 3 and 3.5 minutes. A sample of the six listening texts can be seen in Appendix A.

Table 1 shows data describing the length, topics, readability, vocabulary range and speech rate of the six texts. The texts varied in length from 305 to 545 words. In terms of readability, the information was provided from the readability part of Microsoft Word program. The percent of passive sentences ranged from 0% to 7%. It should be noted that texts C and D included rather more passive sentences (7%) than the other four texts (which ranged between 0% and 2%). This suggests that these texts may be more challenging for students. The reading ease level (in which high

numbers indicate easier texts) ranged from 63.2 to 92.1 and the grade level in readability (in which high numbers indicate more difficult texts) varied from 2.0 to 7.6. Again, texts C and D appear, on both of these measures, to be more difficult than the other texts.

For vocabulary range, the information was provided from VocabProfiler ([www. lex tutor.ca](http://www.lex tutor.ca)). K1 words are the most frequent one thousand words. K2 words are the 1001st to the 2000th most frequent words, AWL is the academic word list which includes 550 frequent words found in academic texts and off-list words are words which are not found on any of the other lists. It can be seen in Table 1 that the percent of K1 words ranged from 71.82 to 81.17, K2 words ranged from 3.94 to 11.31, AWL words ranged from 0.20 to 2.55 and off-list words ranged from 8.30 to 17.96. The speech rate of the speakers on the tapes varied between 101.6 and 155.7 words per minute. Based on these ranges, it can be concluded that texts C and D have more ‘off-list’ words than the other texts. This suggests that they may be more difficult in terms of vocabulary. On the other hand, their speech rate is slower. This may counterbalance the findings that they are more difficult in terms of the readability measures and vocabulary. Additionally, those texts are a bit shorter, which may suggest a similar conclusion – the fact that students do not need to concentrate for so long may counterbalance the effects of their more complex grammar and vocabulary. The relative difficulty of the tests based on these texts will be examined further in the pilot study (below).

Text	Length		Topic	Readability			Vocabulary range (%)				WPM
	Words	Time (seconds)		Passive	Reading ease	Grade level	K1	K2	AWL	Off-list	
A	428	180	London	0%	87.3	3.1	80.23	9.77	.47	9.53	142.6
B	305	180	Robbery	1%	88.0	2.1	80.66	7.87	1.64	9.84	101.6
C	378	210	Walt Disney	7%	67.6	6.1	77.69	3.94	1.31	17.06	108
D	361	210	Food	7%	63.2	7.6	71.82	8.29	1.93	17.96	103.1
E	545	210	Offbeat Jobs	2%	92.1	2.0	73.18	11.31	2.55	12.96	155.7
F	493	210	Ice Hotel	1%	86.2	3.1	81.17	10.32	.20	8.30	140.8

Table 1- The Content of the Listening Texts

After the listening texts had been prepared, the researcher listened to and read the listening texts and prepared the test tasks. The researcher identified a number of pieces of general and specific information from the listening texts and used these as the basis for test questions. Then, test questions were designed for the study. The tests were composed of three different sections: finding true or false statements; matching exercises; and multiple choice questions, which included three options each. Each section was composed of five questions and the total number of questions on each test was 15. The tasks and sections were chosen because of the fact that the listening courses at the institution included these kinds of tests. Hence, the students would know what to do while performing the tasks. All of the tests were checked by one more instructor and all of these materials were piloted among 38 intermediate level students. Minimum, maximum, mean scores and standard deviation of the results of the pilot study can be seen in Table 2.

The analysis of the texts (above) suggested that texts C and D may be more difficult than the other texts. In the main study, the results from tests C and D (carried out in week 2 of the study) were compared with results from tests E and F (carried out in week 3. Tests A and B will function as practice tests). It is therefore important to know if there is any difference in the difficulty levels of these two sets

of tests. In order to find whether week 2 tests (C and D) were more difficult than week 3 tests (E and F), the scores for these two sets of tests from the pilot were compared. The mean score for week 2 tests was 22.00 ($SE = 0.64$) and the mean score for week 3 tests was 24.5 ($SE = 0.51$). A paired samples t-test showed that the difference between these two sets of tests was significant ($t(37) = -4.36, p < .001, r = .58$), which suggests that week 2 tests were more difficult than week 3 tests. This will need to be taken into account when interpreting the results for the two sets of texts in the main study. As no problems were encountered during the piloting, and as the tests elicited a reasonably wide range of scores, no modification took place and the texts and tests were ready for the actual study. A sample of the six tests can be seen in Appendix B.

	Test A	Test B	Test C	Test D	Test E	Test F
N	38	38	38	38	38	38
Mean	11.39	11.50	10.47	11.53	11.53	12.98
Std. Dev.	2.59	2.09	2.10	2.35	2.21	2.16
Minimum	.00	4.00	4.00	6.00	7.00	8.00
Maximum	15.00	14.00	15.00	15.00	15.00	15.00

Table 2- Minimum, Maximum, Mean Scores and Standard Deviation of the Pilot Study

As well as completing the tests, the students were also asked to write summaries of the notes they had taken while listening to the texts. Eight participants - four students in each class - were randomly chosen as samples. The reason eight students were chosen as samples was due to time restriction of the study. In order to evaluate these summaries, three instructors read the six listening texts and wrote their own summaries. Then, all of these three instructors compiled their ideas about the summaries they had written and together agreed on ten important common points

from each text in order to form a grading scale for the summaries they were going to evaluate. A sample of the summary list of points can be seen in Appendix C.

Finally, qualitative data were gathered through group interviews conducted with eight students in total who were randomly chosen, four from each class. The interview questions were designed by the researcher in order to get more information about students' perceptions of the experimental study. The interview sessions were video taped and subsequently transcribed by the researcher. The interview questions can be seen in Appendices D and E.

Data Collection Procedure

After piloting the listening texts and tests, those six listening texts and tasks were used in the study among 38 intermediate level students, who were from two different classes and the three-week implementation period started. Table 3 shows the experimental design of the study. In the first week, all students were asked to listen to the tape and to take notes in Turkish in the first task and in English in the second one while listening to the material. The first week was intended as a practice to prepare the students for listening to English texts and taking notes in Turkish and English as they had not taken notes very often before. Hence, taking notes in both languages would prepare them for the following weeks.

The second and third weeks provided the actual experimental data for the study. In the second week, Class 1 took notes in English and Class 2 took notes in Turkish. In the third week, the roles were reversed: Class 1 took notes in Turkish, and Class 2 took notes in English. This design was adopted to counterbalance the

possible effect of practice and of task difficulty. If all students had, for example, taken notes in Turkish in week 2 and in English in week 3, then it would not be clear if a difference between scores for the two weeks was due to differences in language of note taking, to differences in the difficulty levels of the tasks used, or to practice. In the design used here, the scores for both languages were sampled across both weeks of the study, so variation due to practice or task difficulty should have affected both languages equally.

There were two texts and tests in each week because it was thought that just one text and test for each week were not enough to understand the effect of Turkish and English note taking on students' performance in the tests they did afterwards. During this three-week implementation, the listening passages were played through speakers to the whole classroom and for each week, the teacher told the students to take notes in Turkish or English according to the implementation program while listening to the texts. After they took notes, the students were asked to write short summaries from their notes in the language in which they took notes. The last stage for the students was to perform the tests about the listening passages by using their notes.

WEEK	Tests	Class 1	Class 2
1	Test A	Turkish	Turkish
	Test B	English	English
2	Test C	English	Turkish
	Test D	English	Turkish
3	Test E	Turkish	English
	Test F	Turkish	English

Table 3- Three-week Schedule of the Study

Students' perceptions of and their preferences for the language of note taking were also examined in this thesis. At the end of the third week, four students from each class were interviewed in order to explore their attitudes towards the language of note taking. The students were interviewed in groups- one group from each class. They were chosen randomly and not all of the students were selected because of time limitations. The interviews were held in Turkish so that the students would feel free and express themselves confidently and clearly. The students were mainly asked about their ideas and feelings about language of note taking, the tasks that were performed in the implementation week and the usefulness of note taking. After transcribing the interviews so as to analyze the data, the researcher translated them into English. Turkish and English transcripts of the interviews are given in Appendices F, G, H and I.

Data Analysis

In this quasi-experimental study, quantitative data were collected through students' scores on the tasks they did after listening and note taking. Students' ability to successfully complete the tasks was measured and each student's score on the task for which they took notes in the first language was compared with their score on the task for which they took notes in the second language. Therefore, a paired samples t-test was used to compare their performance in English with their performance in Turkish. The summaries written by eight participants were also examined in order to better understand if the language of note taking had an actual effect on task completion. Those eight participants - four students in each class - and their

summaries from week two and three were randomly chosen as samples. For the analysis of the summaries, three instructors read all those eight participants' Turkish and English summaries with the scale they had formed. The summaries were read separately by the three instructors who had prepared the list of key points (see 'Instruments and Materials', above). After each marking the eight papers, the instructors met to discuss differences in their marking. There was 100% agreement before discussion and our meeting confirmed this agreement. Qualitative data, on the other hand, were evaluated according to common themes inferred from the statements of the participants.

Conclusion

This chapter has provided detailed information about the participants, instruments and materials used in the study, the data collection procedure and the data analysis. The next chapter will present the result of the data analysis.

CHAPTER IV: DATA ANALYSIS

Introduction

In the present study, the students were asked to listen to the texts in the second language and take notes in the first and second language. They also wrote summaries of the notes in the language they had taken notes. After that, they performed the tests according to the notes and summaries. This chapter will present the analysis of the scores of the listening tasks and summaries and analysis of interviews. The results of the scores of the listening tasks for which the participants took notes in their first and second language were compared. The summaries were analyzed according to the scale prepared. For the interviews, the students' answers to each question were studied one by one.

The Analysis of the Scores of the Listening Tasks

Quantitative data were gathered through listening tests after taking notes in the first or second language. The data obtained from the tasks were entered into the Statistical Packages for Social Sciences (SPSS) to be analyzed quantitatively. Then, the quantitative data were analyzed through students' scores on the tasks they completed after listening to texts in English. The listening test-tasks are composed of three parts; **A** part is the multiple choice, **B** part is the true-false questions and **C** part is the matching type questions. In addition to the test scores, the summaries of the written notes are also taken into consideration.

As the purpose of this study was to examine the effect of language of note taking on task completion, all of the tests the students did after taking notes and writing summaries for the second and third weeks were collected in each language. The first week was a practice session and so was not included in the analysis. In addition to this, multiple choice, true/false and matching parts of the test were analyzed separately in terms of each language.

Tables 4 and 5 show the mean scores of the two classes and their standard deviations for each task across the second and third weeks. Across all four tests (C, D, E, F), Class 1 achieved a mean score of 11.00, while Class 2 achieved a slightly lower mean score of 10.41. Kolmogorov-Smirnov and Shapiro Wilk tests showed the data to be normally distributed, so an independent samples t-test was used to check for differences between classes. This test showed that the difference between the two classes is not significant $t(36) = 0.278, p > .05$, suggesting that there is no strong difference in ability between the two groups.

Test	Section	Class 1		Class 2	
		(English)		(Turkish)	
		M	SD	M	SD
C	A	4.16	1.07	4.00	0.88
	B	3.53	1.31	4.26	0.56
	C	1.42	0.84	1.47	1.47
	Total	9.11	2.38	9.74	2.23
D	A	3.63	1.21	3.37	1.12
	B	4.16	1.12	3.89	0.99
	C	3.11	1.56	3.05	1.58
	Total	10.89	2.75	10.32	2.21
Week 2 TOTAL		20.00	4.48	20.06	3.84

Table 4- Analysis of Week 2 tests

Test	Section	Class 1		Class 2	
		(Turkish)		(English)	
		M	SD	M	SD
E	A	4.37	0.76	3.68	1.00
	B	3.79	1.03	3.42	0.90
	C	2.74	1.37	3.16	1.34
	Total	10.89	2.47	10.26	2.16
F	A	4.42	0.84	3.68	1.00
	B	4.05	0.85	3.95	1.03
	C	4.63	0.90	3.68	1.34
	Total	13.11	1.82	11.32	2.50
Week 3 TOTAL		24.00	3.45	21.58	3.13

Table 5- Analysis of Week 3 tests

In addition to checking the participants' overall performance, whether the participants improved from week two to week three is another important point to focus on. As Table 6 shows, both classes did significantly better in the week three tests than they did in the week two tests. Kolmogorov-Smirnov and Shapiro Wilk tests showed the data not to be normally distributed. Wilcoxon signed rank tests showed that the difference between weeks was significant for both groups. This information may suggest that students were getting better at note taking as they practiced it, or it might mean that week three tests were easier than week two. The data reported in Chapter 3 regarding the texts used and students' results in the pilot test suggest that the latter interpretation is more likely.

	WEEK 2 TOTAL	WEEK 3 TOTAL	WILCOXON SIGNED RANKS TEST
Class 1	21	24	$T = 21.0, p < .005, r = -.67$
Class 2	19	22	$T = 22.5, p < .05, r = -.53$

Table 6- Analysis of the Improvement in Two Weeks

Part of the Test	The Language of Note taking	N	Mean *	Std. Deviation	<i>t</i>	<i>p</i>
A	Turkish	76	4.04	0.986	1.458	0.147
	English	76	3.79	1.123		
B	Turkish	76	4.00	0.879	1.452	0.149
	English	76	3.76	1.118		
C	Turkish	76	2.97	1.743	0.494	0.622
	English	76	2.84	1.532		
Total	Turkish	76	11.01	2.506	1.509	0.133
	English	76	10.39	2.546		

Table 7- Analysis of the Tests

* The maximum score of A, B and C parts is 5

* The maximum total score is 15

The main aim of the study was to find the overall difference between tests performed after Turkish and English note taking. To determine this, paired-samples t-tests were used to compare participants' mean scores on tasks performed after note-taking in English with their mean scores after note-taking in Turkish. As Chapter 3 described, language of note-taking was counterbalanced across the two experimental weeks so that, when both classes are considered together, effects of practice and differences in task difficulty would affect each language equally. Table 7 shows the results of this analysis. For A (multiple choice questions), B (true-false questions), C

(matching questions) and total score parts there is no significant difference between Turkish and English note taking conditions in the total score of the tests performed after Turkish note taking and the ones performed after English note taking ($p>0.05$).

Students' scores in the summary evaluation section of the test are shown in Table 8. The small sample used in this section of the study does not allow for inferential statistics to be used. However, these descriptive statistics appear to show no clear difference between Turkish and English summaries of the two classes. For both languages, the mean score was seven. The score for the English summaries ranged from five to nine out of ten points while the Turkish summaries varied from four to nine out of ten points.

Participant	English Summary Score				Turkish Summary Score			
	Text	Score	Text	Score	Text	Score	Text	Score
1	C	7	D	5	E	7	F	8
2	C	7	D	7	E	4	F	7
3	C	6	D	8	E	7	F	9
4	C	7	D	5	E	6	F	9
5	E	7	F	7	C	7	D	7
6	E	5	F	9	C	7	D	7
7	E	5	F	9	C	8	D	6
8	E	5	F	7	C	6	D	5

Table 8 - The Scores of the Summaries

The Analysis of the Interviews

In this part, the interviews are analyzed to identify themes according to the questions prepared for the interviews and the common themes that the students focused on in the interview. The full transcripts are given in Appendices D, E, F and G.

Enjoyable

All of the participants explained that they liked and enjoyed listening and note taking procedures.

St5: *We were just listening before this study. I think it was good to listen to something and then, take notes in Turkish or English and it was really enjoyable and interesting (lines 14 - 16).*

The statement above is the common point of all of the participants in the interview. They thought that listening and note taking in Turkish and English were very enjoyable for them.

Effective and Useful

Apart from being enjoyable, all of the participants stated that listening and note taking were effective. They believed that they could learn a second language fast and easily by listening and taking notes.

St8: *I have never taken notes before. However, I can see that while taking notes, you can learn those things permanently. After this note taking study, one can easily answer related questions as I did. Therefore, note taking is very effective for second language learning (lines 71- 74).*

Additionally, whether or not the students could use Turkish or English note taking strategy in their departments or daily lives was one of the questions asked to the participants. Most of them believed that taking notes was a strategy for remembering and learning, so they could use it in their departments as they would have to listen to the lectures and take notes.

St1: *I think that it will be useful not only in our departments, but also in my whole life. While speaking with tourists in many holiday resorts, I think I will not have difficulty in trying to understand the sounds, pronunciation or stress. When I think of notes, we tried to take notes and we succeeded in this, so we could do the tests. To me, just listening to something is not enough; this will be helpful in my department because we will have long lectures. Listening to these long lectures and taking notes will be very beneficial for me to understand the course more effectively (lines 62- 69).*

Student 1 thought that the study was beneficial and he would definitely use note taking strategy both in his department and real life because their departments are different from preparatory school in terms of lecture length; hence, he might use this strategy in order to be effective in those kinds of long lectures. In other words, during the lectures in his department, he will know what he should do in order to be successful.

St4: *I think that this will help me especially in my department, which is medicine, so I can say that note taking will be very useful (lines 88- 89).*

Student 4 stated that he would use the strategy he used in the study in his department. This student focused on his department because the subject he would study (medicine) is much more difficult than subjects offered by other departments in my institution in terms of theoretical issues, and in order to be successful in this department the students should listen to the lectures carefully and take notes of these difficult theoretical terminologies.

St2: *Here whatever we do is a positive thing for us, and this study will be very useful for me because I will work abroad. Therefore, I will need real life listening. At first, I thought that I could not understand what was said, but then I realized that I could remember the words in the texts or I could pronounce like the ones in those texts. The important thing is to learn by taking notes, trying to catch the word or a sentence (lines 72- 77).*

Student 2 focused on a different point of view because she stated that she gave importance to real life listening much more and she would need real life listening and note taking for her future working life.

The First Impressions on Listening and the Process of Note taking

Although the participants said that they generally liked the study, at the beginning of the research they did not feel like that. The fact that they could not enjoy the study at first was a bias against listening and note taking because they thought what they were going to perform might be boring. Therefore, they had some negative thoughts.

St2: I had prejudice in my mind that I would never manage that kind of a process and I did not have positive ideas for this study, but later, the study was good for me (lines 9 - 10).

Student 2 showed the common thoughts of four of eight participants. In other words, the first impressions of these participants were not positive because they thought that they would not be successful in the procedure they went through. I think as they were not accustomed to listening to an English text and taking notes in Turkish and English, they thought they would be unsuccessful in the study.

The Difficulty of Turkish Note taking

In the interview, the difficulty of second language note taking was one of the other points to be considered. The participants stated that Turkish language note taking was more difficult than English note taking because they thought that they had to do more processes in listening to something in English and taking notes in Turkish; listening, taking notes in Turkish, trying to translate those notes into English and answering the questions afterwards.

St7: *Taking notes in English is very easy. I realized that I sometimes wrote some points in English although I was supposed to write them in Turkish. I could think in Turkish, but as I heard it in English, writing in Turkish was very hard for me (lines 34 - 36).*

This information reflects the participants' common perceptions on the difficulty of the language of note taking and Turkish was thought to be the most difficult for most of the students due to the fact that they had to translate the things they had heard.

The Contradiction of the Feelings of the Participants and the Results

As I stated before, although seven out of eight participants felt that they had difficulty in writing notes in Turkish, their results in the tests were the same as when they took notes in English.

For instance, Student 6 was one of the participants in the study that got high marks in all of the tests. However, he mentioned the difficulty of Turkish note taking for him.

St6: *In this study, I saw that I had difficulty in taking notes in Turkish, but not in English and I said to myself that wow, I could understand English (lines 32-33).*

Conclusion

This chapter reported the analysis of the quantitative and qualitative data collected through test scores, interviews and summaries of the study. There is no significant difference between the scores of the tests done after Turkish and English note taking. As for interviews, seven of eight participants stated that Turkish note taking was difficult for them and those eight participants believed that the study was effective for their second language learning. Although they thought taking notes in Turkish was difficult and they could not succeed in the tests done after Turkish note taking, this feeling was not reflected in test results- students were also successful in the tests performed after both Turkish and English note taking. The following chapter will discuss and comment on the findings of this study and answer the research questions of the study one by one.

CHAPTER V: CONCLUSION

Introduction

The effects of first language versus second language note taking on task completion, and the perceptions of students towards language of note taking were investigated in this study. This chapter includes the general results and discussion, limitations, pedagogical implications of the study and suggestions for further research.

General Results and Discussion

This section will answer the research questions of this study and discuss the findings in the light of the relevant literature.

Research Question 1: How does language of note taking affect completion of a task based on the use of those notes?

This research question is answered by looking at the two groups' performances on the listening tests they did after listening. In order to find how language of note taking affects completion of a task based on the use of those notes, paired samples t-tests were conducted for the groups. According to the results of these tests, there was found to be no significant difference between the total score of the tests performed after Turkish note taking and the ones performed after English note taking ($p>0.05$). In addition to test scores, the summaries participants wrote from their notes were also evaluated in the study. No differences were found between

the quantity of important information given in the summaries made after Turkish and English note taking.

Before this study, I thought that the students would have difficulty in taking notes in Turkish while listening to an English text because of the difficulty of translation procedure.

In contrast, Koren (1997) says that although there may be errors in their translation, learners are able to receive the general ideas of the listening texts in the foreign language while taking notes in the first language. In fact, she claims that students can gain a greater understanding of listening texts when they take notes in their first language. She argues that the greater processing involved in listening to texts in their second language, trying to understand these texts and translating them into their first language leads them to understand much more than they do when working only in a single language.

The results seen in this study do not support either my original position or Koren's. Students were neither unsuccessful in their translations, nor was their first language note taking better or worse than their note taking in their second language. If these results are correct, then, according to Koren's claim, this means that the students appeared to spend the same amount of effort while dealing with only one language or two different languages. Additionally, with regard to the translation procedure, it can be stated that the participants did not have difficulty in translating the input into their native language. In other words, the students were able to evaluate, sort and translate the information. However, given the unexpected nature of the results, we should question whether weaknesses in the study may have meant that

genuine differences between the language failed to emerge. This possibility will be discussed in more detail in the following section.

In addition to the results, it can also be interesting to state that before the research, I thought that note taking in (either) language while listening to English texts might be hard for the students. As Buck (2002) and Shang (2008) state listening to a text in a second language is a difficult process for non-native learners due to insufficient knowledge of foreign culture and linguistic or structural system of that foreign language. However, these non-native learners were able to take notes of the main ideas on the texts in both languages, so they understood those texts and answered the tests they were asked to do afterwards. It is not possible to state objectively that the scores in the study were ‘good’ or ‘bad’ for students’ proficiency level by looking at the test results because the tests conducted in the study were not adjusted to any independent proficiency standard. However, the interview interpretation revealed that the participants believed their note taking and test performance in the study were good and during this three-week implementation, they gradually developed their note taking and test performance.

St1: *At first, we tried to write specific points, and then we tried to fill in the gaps of these notes. After that, writing summaries was easy. In the first week, we had difficulty, but then there was no problem. (lines 34-37)*

St8: *At first, I used to miss either listening or note taking procedures, but after the first week, I was successful in doing both of them. (lines 22-23)*

Additionally, student 1 for instance, stated that they were able to take notes and write summaries. He thought that as they were successful in these procedures, they were able to perform the tests.

St1: *When I think of notes, we tried to take notes and we succeeded in this, so we could perform the tests. (lines 65-66)*

Research Question 2: What are students' perceptions about the language of note taking?

This research question is answered by looking at the participants' thoughts about the study in the interviews. The results show that the participants liked the note taking process in the native and target language while listening in the second language. However, they believed that note taking in the first language was more difficult than note taking in the second language because of translation difficulties; in other words, the students thought that listening to an English text and translating it to Turkish was a difficult process. As mentioned above, Koren (1997) also states that note taking in a language different from the language of the text is more complicated than taking notes in the same language of the listening or reading text because of many difficult procedures the students go through; listening, selecting, summarizing and translating. Like the participants in Koren's study (1997), my participants stated that they had missed many points while listening and trying to translate what they heard, so there might be some missing parts of the texts in their notes.

The interview interpretation revealed that the students did not believe in themselves while performing the tests they did after Turkish note taking. They stated that they wondered about whether they could manage this process and in addition to this, when the results of their tests were told to them, they were surprised that they were successful in those tests. The reason for their surprise about the test results that emerged from the participants' statements was that they thought they were insufficiently skilled in translation because of their low proficiency level and their lack of experience in translation. They believed they must be at an advanced level in order to be successful in listening to texts in the second language and taking notes in the first language.

Perhaps the most important point which should be stated about the language of note taking is that there is a conflict between students' perceptions of Turkish note taking as being more difficult than English note taking and their actual results in the tests. The reason they were able to perform the tests after L1 note taking despite their feeling of greater difficulty may have been that students were asked to summarize their notes after they did their note taking. Most of them stated that while they were summarizing their Turkish or English notes, they were able to remember the text and complete the parts while summarizing. What I mean here is that the summaries they had written might be beneficial for their comprehension and this might be the answer for why they did so well in the Turkish tests when they felt they had done badly. Additionally, another possibility might be that the tests were very easy for the participants, so while performing the tests, they might not have needed to look at their notes, or the participants might have relied on their memories and performed these tests without their notes. For the texts, it can be stated that they were rather

short (which lasted between 180 and 210 seconds), so the participants might not have needed their notes during test performance.

Another thing that emerged from the interviews with the participants was their feeling of self-development in the foreign language during the three-week period. They stated that Turkish note taking was not an easy strategy or they could not get used to what the speakers in the texts were saying, yet those participants also said that they felt they somehow developed their English. It also says in the literature that the students generally have positive thoughts about the effects of note taking on their learning (Hale & Courtney, 1991, p. 15). This was an important point for the study because of the fact that those students did something for their own improvement in English language. Boch and Piolat (2005) state that learners go through many cognitive processes while taking notes because they are trying to listen and decide which information to note down. I think this statement supports the belief about self-development due to the fact that those students tried to listen to something in their second language, which they had been learning for only six months and they also attempted to write those unfamiliar words, phrases or structures in their first and second language. That's why, I believe that they improved and realized their self-improvement in English language.

There are many types of note taking strategy and different students may have different preferences (Fajardo, 1996). In the study, a few interviewees said that while translating, they focused on main ideas like time or place and they could do the tests easily. This finding was supported by Koren (1997) who thought that the students should stress the main points while translating during listening procedure. The interesting point in this case was that although the participants received no

training about taking notes, a few of them appeared spontaneously to use one type of note taking strategy. If those students had been trained, they could have been better at using more note taking techniques.

Limitations

There are some basic limitations inherent in the study, some of which have been already mentioned. First, the study lasted three weeks because of time restrictions. If the period had been longer, the students might be more and more successful in their notes in each language and test. This may also have given us a clearer idea as to whether the increase in scores seen between weeks 2 and 3 was due to actual improvement in their skills or just due to the tests in week 3 being easier. Second, the study was carried out with only one level of students, intermediate. There were classes at three levels of proficiency in the Preparatory School of English at Zonguldak Karaelmas University: intermediate, elementary and beginner. If these three proficiency levels had participated in the study and also more students could have participated in the study overall, there could be different kinds of results. The students who are at higher or lower levels than intermediate, for instance, might be more or less successful at note taking in either Turkish or English. Hence, we could have a better idea to decide on the effect of L1 or L2 note taking on task completion. In addition, only eight students were interviewed because of time limitations. If more students had been interviewed, more insights in the processes involved might have been uncovered. Additionally, as was noted in the previous section, the tests in the study might have been too easy for the participants, so while performing the tests,

they might not have needed to look at their notes, or the participants might have relied on their memories and performed these tests without their notes. The summaries might also have helped the participants to understand the texts better, so they might have answered the test questions based on their summaries rather than their notes. More research is needed to confirm whether the surprising finding that L1 note taking did not differ in terms of test performance from L2 note taking is a robust one. Finally, as was noted in Chapter 3, the analysis of the texts suggested that texts C and D may be more difficult than the other texts. The counterbalanced design adopted in the experiment aimed to allow for such variations. However, this design assumes that no interaction exists between text difficulty and language of note taking. If L1 note taking was more effective for easier texts and L2 note taking was more effective for more difficult texts (or vice-versa), this fact would have been disguised by the present study. By more carefully controlling the difficulty of texts used, such possibilities could have been accounted for.

Pedagogical Implications

Because of the positive reactions of students, I can recommend integrating note taking strategies into the curriculum at my university. At my institution, note taking is not obligatory; some of the instructors prefer to teach this strategy and some of them do not. Hence, if all instructors followed this practice, the students could benefit from its advantages for language improvement. Note taking strategy may be conducted in every class in addition to note taking class because as stated before, the ‘listening’ skill is involved in every course at Zonguldak Karaelmas University.

Therefore, students' taking notes may help the instructors while they are trying to improve their students' listening comprehension in all courses.

Although there are weaknesses in the present research, in the light of the results, it may also be suggested that the instructors can choose to focus on either Turkish or English note taking while teaching the strategy to the students. In other words, as there was no difference in the results of the tests they did after Turkish and English, the instructors need not force the students about the language of note taking; they can take notes in whichever language they would like to use. Nevertheless, there should be more research to check that it really does not make a difference in the students' performance while taking notes either in the first or second language.

As stated above, according to the study results, it can be stated that the instructors may either encourage students to take notes in Turkish and English, or leave this choice to the students because the similar results may mean that the students will benefit from the notes which will be taken after either Turkish or English. However, it can be stated that this language choice may change according to the learning aims of the students because as Koren (1997) explained the participants in her study who wished to learn the target language tried to write their notes in L2, but the others who just wanted to understand the lecture and pass the class took notes in L1 because when they wrote their notes in L1, they thought that they would remember the lecture better than note taking in L2. As a conclusion, if the aim of the students is to pass the class, they may not focus on the language of note taking, but on the information itself. However, if the students want to develop their second language, they focus on the language of their note taking. In other words, they want to write their notes in the second language in order to be better at spelling or

vocabulary of that language, or they may need to write in the first language to improve their translation. Hence, the students' aims for the lessons are very important in this respect.

Types of texts and tasks are also significant for the note taking situation. In the present study, the texts were rather short, and I have suggested that the participants might not have needed to use their notes to complete the tasks. For this reason, the texts should perhaps be longer than this if it is going to be a note taking class so that the students' notes can be examined in detail.

Moreover, the tasks in the present study were test tasks including multiple choice, true/false questions and matching exercises. Instead of those types of questions, the tasks could involve detailed comprehension questions for which the students have to write more and more notes in order to answer those questions.

It should not be forgotten that careful preparation is necessary to integrate Turkish and English note taking strategies into the curriculum at Zonguldak Karaelmas University. For instance, the instructors may need to receive training about how to teach the note taking strategy in the first or second language to the students. Through this training, the instructors will learn what to do and how they will perform this strategy for their students, and in the same way, the students will know what kind of strategies they will use while taking notes so that they can be more successful in their tasks.

Suggestions for Further Research

Based on the findings and limitations of the study, some suggestions can be made for further research. To begin with, before the study, the students took notes, but they did not know how to take notes systematically, and if they had been taught this process, they might be faster while listening and taking notes in the first and second language. Hence, the students may be taught how to take notes while listening and the study could be repeated in order to see whether language of note taking makes a difference to the students who know how to take notes.

Additionally, in this study, the students were also asked to write summaries of the notes they had taken. For further research, the students might not be asked to write those summaries, so whether their notes helped their test scores can be understood much more through this procedure.

As was noted above, the tests used in this study might have been too easy to uncover the differences between language of note taking. Therefore, in order to avoid this criticism, open-ended questions or explanatory questions may be prepared for further research in order to find whether the participants have really understood the texts or not.

Finally, the study may be conducted with more students and different levels of students for further research. With these different kinds of levels and more participants, there might be different results for the study and the students' differences in their test scores after taking notes in L1 and L2 could be seen clearly. Additionally, since it is possible that personality type (e.g. extrovert vs. introvert) may have an effect on students' preferred approaches to listening comprehension,

different personality types may be taken into consideration before conducting the study in the further research.

Conclusion

This study investigated the effect of language of note taking on successful task completion. The results showed that the learners could perform the tasks successfully after taking notes in Turkish and English. From the aspects of attitudes, the participants believed that they could understand the listening texts when they took notes. For the language of note taking, although the participants thought that they were more successful in the tests they did after English note taking, their test scores were not as they thought; the scores were similar in both languages. To conclude, in the present study, the note taking strategy appears to be beneficial for students' listening comprehension. Additionally, the study suggests that the language of note taking may not have a distinctive characteristic in successful task completion; in other words, the learners could be successful in their tasks after either Turkish or English note taking.

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APPENDIX A: SAMPLE LISTENING TEXT

ICE HOTEL

A: Hello, may I help you?

B: Yes. Could you please tell me more about the special hotel in Sweden?

A: Certainly. That hotel is the Ice Hotel. It's located in a small town in Swedish Lapland, inside the Arctic Circle.

A: I see.

B: When would you like to go?

A: Well, I am looking for a winter vacation.

B: Perfect! In fact, you can't go any other time of year because it's only open in the winter. That's because it's made of ice and snow!

A: Ice and snow?

B: Yes! You see. The Ice Hotel is built every November when the weather is cold. Then in the spring it turns into water when the weather gets warm.

A: It melts?

B: Of course! It's made of ice and snow! Would you like to hear more?

A: Uh, yeah. I guess so. . .

B: Well, if you are adventurous and looking for an unusual vacation, the Ice Hotel is an interesting place to stay.

A: Adventurous. What do you mean?

B: Well, the weather is very cold there in the winter. It's sometimes 40 degrees below freezing. Also, in the winter, the days are very short- there are sometimes three hours of sunlight.

A: Three hours? What can I do in three hours sunlight?

B: Well, first let me tell you about the hotel. The Ice Hotel has guest rooms for about 100 visitors to stay each night. The guest rooms all have tall beds made of snow, but there are no doors on the rooms. There aren't bathrooms, either. If you need to use the bathroom, you can go to the nearby inn. There also aren't any closets for your clothes. Remember, the Ice Hotel is made of ice and snow, so the rooms are always very cold. To stay warm at night, you sleep in a very warm sleeping bag covered with reindeer furs. And don't forget to wear your hat to keep your ears warm!

A: And the three hours of sunlight? What can I do in three hours of sunlight?

B: Well, there are some other rooms to visit at the hotel. For entertainment, you can look at some paintings in the hotel's art gallery. The Ice Hotel also has a small church, and some guests even get married there.

A: Well, I'm not planning to get married!

B: Also, there are outdoor activities you can do near the Ice Hotel. If you enjoy outdoor winter activities, you can go cross-country skiing or snowshoeing. The exercise will warm you up quickly! You may also want to try dog sledding or snowmobiling. You can enjoy the ride and the beautiful arctic scenery.

A: Huh. That all sounds very interesting. And could you tell me how much it costs?

B: Certainly. A room costs about \$150 a night.

A: Well, That's a lot of money, but for an interesting vacation, I guess it's worth it!

B: Yes. I think so, too. Is there anything else?

A: Um, no. Thanks.

B: No problem. We hope you come to Sweden and visit the Ice Hotel. If you are looking for an unusual trip, we think you'll agree it's a nice place to stay.

A: Bye!

APPENDIX B: SAMPLE LISTENING TASK

A. Circle the correct answer (5 x 1= 5)

1. What is the dialogue about?
 - a. housing information about Sweden
 - b. airplane flights to Sweden
 - c. winter sports in Sweden
2. How much does the hotel cost?
 - a. \$ 150
 - b. \$ 170
 - c. \$ 180
3. When is the Ice Hotel built?
 - a. every December
 - b. every March
 - c. every November
4. In the winter, there are sometimes _____ hours of sunlight in Sweden.
 - a. 2
 - b. 3
 - c. 6
5. Does the hotel turn into water in the spring?
 - a. sometimes
 - b. yes
 - c. no

B. Mark the ones that are true or false. (5 x 1= 5)

- | | | |
|--|---|---|
| 1. You can only go to the Ice Hotel in the summer. | T | F |
| 2. The Ice Hotel is made of ice and snow. | T | F |
| 3. The Ice Hotel is just like most hotels. | T | F |
| 4. The rooms are cold at night. | T | F |
| 5. The hotel does not have any bathrooms. | T | F |

C. Match the sentences with appropriate phrases (5x 1= 5)

- | | |
|---|------------------------|
| 1. If you like outdoor activities, you can go cross-country ____. | a. adventurous |
| 2. If you are _____, the hotel will be interesting for you. | b. sleeping bag |
| 3. You will love the beautiful _____ scenery of Sweden. | c. freezing |
| 4. The weather is sometimes 40 degrees below _____. | d. arctic |
| 5. To stay warm at night, you sleep in a warm _____. | e. skiing |

APPENDIX C: SAMPLE SUMMARY LIST OF POINTS

ICE HOTEL

1. The hotel is made of ice and snow.
2. The hotel is in Sweden.
3. The hotel turns into water in the spring.
4. In the winter, there are three hours of sunlight.
5. The hotel costs \$ 150.
6. The rooms are cold at nights.
7. The hotel is built every November.
8. You can go there only in winter.
9. For entertainment, there are some paintings in the hotel's art gallery some outdoor activities, such as cross- country skiing or snowshoeing.
10. To stay warm at night, you sleep in warm sleeping bags.

APPENDIX D

Interview Questions – English

1. Could you briefly tell me about your general thoughts about this study?
2. Except from your teachers' guidance on note taking, have you ever taken notes before in the lessons?
3. In which language it was easy to take notes?
4. In which language did you feel that you were successful or you could take good notes?
5. When you go to your departments, do you think listening and note taking in Turkish or English will be useful for you?
6. Do you feel that the study was useful for your future life?
7. Do you want to add something about the study?

APPENDIX E

Interview Questions - Turkish

1. Genel olarak bu çalışma hakkında düşüncelerinizi öğrenebilir miyim?
2. Öğretmeninizin not almanıza karşı yönlendirmesinin dışında daha önceden bu derslerde not almış mıydınız?
3. Hangi dilde not almak daha kolaydı?
4. Hangi dilde kendinizi daha başarılı ya da daha iyi not alabildiğinizi hissettiniz?
5. Bölümlerinize gittiğinizde Türkçe ya da İngilizce dinleme ve not almanın faydalı olacağını düşünüyor musunuz?
6. Gelecekteki yaşamınızda bu çalışma size faydalı olacak mı?
7. Bu çalışmayla ilgili başka bir şey eklemek istiyor musunuz?

APPENDIX F

Class 1 Interview - English Transcript

1 T: Could you briefly tell me about your general thoughts about this study?

2 What do you think about it?

3 St1: We understood that this study was something related with Turkish and English
4 note taking. In general, I can say that it was good. I realized that Turkish note taking
5 was a little difficult because after I had taken notes in English, it was easy to answer
6 all the questions from the notes, but while listening to the text in English and at the
7 same time taking notes in Turkish was very hard, I also had a little difficulty to
8 answer the questions from those notes.

9 St2: I had prejudice in my mind that I would never do that kind of thing and I did
10 not have positive ideas for this study, but later the study was good for me. The
11 questions were good. I sometimes had no time for summaries; I also sometimes
12 could not hear what was said. I even could not understand the word I knew at the
13 beginning; I used to hear the beginning and the end of the word or sentences.
14 However, I tried to understand and I thought that I improved myself in these three
15 weeks.

16 T: What about note taking?

17 St2: If I wrote notes in Turkish, I gave importance to specific points like date or
18 places. If I wrote in English, I did not write whole sentence; I wrote some
19 important points. Moreover, when I saw the part of the sentence in the tests, I
20 could immediately complete it by looking at my notes.

21 T: That is one of the advantages of note taking.

22 St3: Teacher, it was good for all of the students. At first, I was always asking
23 myself why we were chosen for this study, but then I felt its usefulness. I also tried
24 to write notes as much as I could. It was really good.

25 T: All of you take lots of good notes; this was a really nice thing.

26 St4: I think this study was very useful and I enjoyed a lot from this study. At first,
27 I had some negative ideas because I thought that I would have pronunciation
28 problems, I could not understand the words, and as a result I could not manage this
29 process, but then I saw that I could do this. It was easy to take notes.

30 T: Easy or you were used to it?

31 **St4:** I think I was used to it and I improved myself

32 **T:** Yes, you are doing the study for three weeks and it is very normal that the
33 tasks are not difficult for you anymore.

34 **St1:** I was listening for understanding specific information. At first, we tried
35 to write specific points, and then we tried to fill in the gaps of these notes. After
36 that, writing summaries was easy. In the first week, we had difficulty, but then
37 there was no problem.

38 **T:** That is a very good thing!

39 **T:** **In which language it was easy to take notes?**

40 **St1:** English

41 **St2:** It does not matter. OK, I could write notes in Turkish very fast. When I took
42 notes in English, I tried to note down particular parts, but it was not difficult. I did
43 not write the notes completely, yet I could understand it. On the other hand, I
44 wrote Turkish sentences completely.

45 **St3:** Turkish note taking was difficult. In the first week, I could not figure out
46 how to write notes; should I use 'I' or 's/he'.

47 **T:** But, you know, those notes were important for your tests. If you hadn't
48 taken any notes, you could not have done all those tests. Therefore, it doesn't
49 matter to use 'I' or 's/he'. Notes were important.

50 **St4:** Turkish was difficult. I understood the text and while I was trying to translate
51 it into English, there was time consuming, so I missed some parts in some texts
52 while translating. Of course, listening to an English text and taking notes in
53 English was very easy.

54 **St3:** There is one more thing that after we looked at our notes which were taken in
55 English, we could easily remember the text, but when we took notes in Turkish,
56 we sometimes complete the text in our minds. We use our imagination.

57 **St4:** In addition, when we wrote in Turkish, we could not be objective; we always
58 add something from us to the text; we used our imagination to complete what we
59 could not catch in the text.

60 **T:** **When you go to your departments, do you think listening and note taking**
61 **in Turkish or English will be useful for you?**

62 **St1:** I think that it will be useful not only in our departments, but also in my
 63 whole life. While speaking with tourists in many holiday resorts, I think I will
 64 not have difficulty in trying to understand the sounds, pronunciation or stress.
 65 When I think of notes, we tried to take notes and we succeeded in this, so we
 66 could perform the tests. To me, just listening to something is not. Note taking
 67 will be helpful in my department because we will have long lectures. Listening
 68 to these long lectures and taking notes will be very beneficial for me to
 69 understand the course more effectively.

70 **T:** I think this study is the beginning of this process, it is the first step. What
 71 do you think about this?

72 **St2:** Here whatever we do is a positive thing for us, and this study will be very
 73 useful for me because I will work abroad. Therefore, I will need real life
 74 listening. At first, I thought that I could not understand what was said, but then
 75 I realized that I could remember the words in the texts or I could pronounce like
 76 the ones in those texts. The important thing is to learn by taking notes, trying to
 77 catch a word or a sentence.

78 **St3:** I consider everything we do here is very important. The listening activities
 79 and notes taken are really significant because of the fact that 'English' is not
 80 learned through receiving the structures or words. The people learn this
 81 language through those kinds of activities or tasks. It was the first time I had
 82 taken notes and I think that I will use this strategy more and more.

83 **T:** OK, you said you would take notes more and more, then, in which
 84 language do you think you are going to take these notes?

85 **St3:** I had a small experience from here, and I think I will take notes in
 86 English.

87 **T:** so you say you will be more relaxed in writing notes in English, OK.

88 **St4:** I think that this strategy will help me especially in my department, which is
 89 medicine, so I can say that note taking will be very useful.

90 **T:** Because you have some courses that will be in English and you will need
 91 to take notes in English.

92 **St4:** We focused on everything in this study, vocabulary, pronunciation, taking
 93 small notes.

94 **T:** Generally, when I look at your results of the tests in the study, there is no
 95 significant difference between Turkish and English note taking and most of
 96 you said that you were relaxed in English except from one person who said
 97 she was relaxed in both Turkish and English. OK, in which language of note
 98 taking do you think that you have become successful?

99 **St1:** English

100 **St2:** As I stated before, it does not matter. When I wrote notes in Turkish, I
 101 wrote the whole sentence, but in English note taking, I took notes in small parts. I
 102 could understand in both languages.

103 **St4:** I think I sometimes used my imagination more.

104 **T:** That may be a strategy because you know, you had no idea about taking
 105 notes, so you gained lots of experience from this study.

106 **St4:** Yes, you can write my name in your next study, teacher.

107 **T:** Lastly, do you want to add something about the study?

108 **St1:** It was a really effective study.

109 **St2:** It was very effective.

110 **St3:** I cannot find any other adjective than 'effective' because I think this study
 111 was very useful for all of us.

112 **St4:** I enjoyed a lot and if you do it again, I will definitely be in this process
 113 again.

114 **St3:** and I think in other lessons, this strategy should be taught.

115 **T:** I also think like that. You can clearly see that 'listening' is everywhere in
 116 every lesson. In addition, I always wondered how important note taking would
 117 be in these types of lessons and now I can see that it has very positive sides.

118 **St3:** Moreover, in a lesson consisting listening or any skill in it, a student can be
 119 bored easily after some time, but if that kind of strategy is performed in the
 120 courses, the student has to concentrate on the course and s/he cannot give up
 121 easily.

122 **St4:** Trying to understand and reflecting these things on your paper is a very
 123 interesting and useful thing.

APPENDIX G

Class 1 Interview - Turkish Transcript

1 T: Genel olarak bu çalışma hakkında düşüncelerinizi öğrenebilir miyim?

2 St1:Anladık ki bu çalışma Türkçe ve İngilizce not almakla alakalı. Genel olarak
3iyiydi. Fark ettim ki Türkçe not almak biraz daha zor çünkü İngilizce not aldıktan
4sonra notlardan soruları cevaplamak kolaydı, fakat İngilizce parçayı dinleyip ve
5aynı zamanda Türkçe not almak çok zordu. Ayrıca bu notlardan soruları
6yanıtlamakta biraz zorluk çektim.

7 St2: Böyle bir şeyi asla yapamayacağıma dair kafamda önyargı vardı ve bu
8çalışmayla ilgili hiç olumlu düşüncelerim yoktu, fakat daha sonra bu çalışma
9benim için iyi oldu. Sorular da iyiydi. Bazen özetler için zamanım olmuyordu,
10bazen de ne denildiğini duyamıyordum. En başta bildiğim kelimeyi bile
11anlamıyordum, kelime ve cümlelerin başını ve sonunu duyuyordum, fakat
12daha sonra anlamaya çalıştım ve bu üç haftada kendimi geliştirdiğimi
13düşünüyorum.

14 T: Peki not almak?

15 St2: Türkçe not aldığım zaman, yer gibi belli noktalara dikkat ettim. İngilizce not
16aldığımda ise bütün cümleyi yazmıyordum, belirli önemli noktaları yazıyordum.
17Ayrıca cümlelerin bir bölümünü testlerde görünce notlarımdan yararlanarak
18hemen cümleyi tamamlayabiliyordum.

19 T: Bu da not almanın avantajlarından biridir.

20 St3: Öğretmenim, bu bütün öğrenciler için iyiydi. Önceden neden bu çalışma için
21seçildiğimizi sürekli kendime soruyordum, fakat sonradan faydasını hissettim.
22Yazabildiğim kadar not almaya çalıştım. Çok iyiydi.

23 T: Hepiniz çok iyi notlar çıkartmışsınız, bu gerçekten güzel bir şey.

24 St4: Bence bu çalışma çok yararlıydı ve bu çalışmadan büyük zevk aldım. Başta
25bazı olumsuz düşüncelerim vardı çünkü telaffuz problemlerimin olacağını,
26kelimeleri anlayamayacağımı ve sonuç olarak da bu süreci yapamayacağımı
27düşünüyordum, fakat sonradan gördüm ki bunu yapabildim. Not almak kolaydı.

28 T: Kolay mıydı yoksa alıştın mı?

29 St4: Bence alıştım ve kendimi geliştirdim.

30 T: Evet, bu çalışmayı üç haftadır yapıyorsunuz ve alıştırmaların sizin için
31artık zor olmaması çok normal.

32 **St1:** Detaylı bilgiyi öğrenmek için dinliyordum. Başta, detaylı noktaları
33 yazmaya çalıştık ve sonra bu notlardaki eksikleri tamamlamaya çalıştık. Sonra
34 da özetleri yazmak kolaydı. İlk haftada sorun yaşadık ama sonra bir problem
35 olmadı.

36 **T:** Bu çok güzel bir şey!

37 **T: Hangi dilde not almak daha kolaydı?**

38 **St1:** İngilizce.

39 **St2:** Fark etmiyor. Tamam, Türkçe not alırken çok hızlıydım. İngilizce not alırken
40 belli bölümleri not almaya çalıştım, fakat zor değildi. Notları tam olarak
41 yazmıyordum ama anlayabiliyordum. Türkçe cümleleri ise tam olarak
42 yazabiliyordum.

43 **St3:** Türkçe not almak zordu. İlk haftada notları nasıl yazacağımı bilemiyordum;
44 ‘ben’ mi yazayım, ‘o’ mu diyeyim kestiremedim.

45 **T:** Fakat biliyorsun, bu notlar testler için çok önemliydi. Eğer notları almamış
46 olsaydınız, o testleri de yapamayacaktınız. Bu sebepten ‘ben’ ya da ‘o’ demiş
47 olman önemli değil. Notlar önemliydi.

48 **St4:** Türkçe zordu. Parçayı anlıyordum ve İngilizceye çevirmeye çalışırken zaman
49 kaybı oluyordu böylece çevirirken parçanın bazı bölümlerini kaçırdım. Elbette
50 ki İngilizce parçayı dinleyip İngilizce not almak çok kolaydı.

51 **St3:** Bir şey daha var ki İngilizce aldığımız notlara baktıktan sonra parçayı
52 kolaylıkla hatırlayabiliyorduk, fakat Türkçe notlara baktığımızda kendi
53 kafamızdan tamamlamaya çalışıyorduk. Kendi hayal gücümüzle parçayı
54 tamamlıyorduk.

55 **St4:** Ayrıca Türkçe not aldığımızda nesnel olamıyorduk; hep kendimizden bir
56 şeyleri parçaya katıyorduk; parçada yakalayamadığımız kısımları tamamlamak
57 için hayal gücümüzü kullandık.

58 **T: Bölümlerinize gittiğiniz zaman dinlemek ve Türkçe ya da İngilizce not**
59 **almanın sizin için faydası olacağını düşünüyor musunuz?**

60 **St1:** Sadece bölümlerimiz için değil aynı zamanda tüm yaşantım boyunca faydalı
61 olacağını düşünüyorum. Birçok turistik yerlerde turistlerle konuşurken seslerde,
62 telaffuzda ya da vurgularda çok fazla zorluk çekmeyeceğimi düşünüyorum.
63 Notlara gelince, not almaya çalıştık ve bunda başarılı olduk böylece testleri

64 yapabildik. Bence bir parçayı sadece dinlemek yeterli değil. Not almak benim
65 bölümümde faydalı olacak çünkü uzun derslerimiz olacak ve bu uzun dersleri
66 dinleyip not almak konuyu anlamakta bana faydası olacak.

67 T: Bence bu çalışma sürecin başlangıcıydı; ilk adımdı.

68 St2: Burada yaptığımız her şey bizim için avantaj ve bu çalışma da benim için
69 faydalı olacak çünkü yurt dışında çalışacağım. Bu yüzden gerçek dinleme
70 parçalarını duymam gerekiyor. En başta ne söylendiğini anlayamayacağımı
71 düşündüm, fakat sonradan fark ettim ki parçalardaki kelimeleri
72 hatırlayabiliyorum ya da kelimeleri aynı parçalarda söylendiği gibi telaffuz
73 edebiliyorum. Önemli olan not alarak kelime ya da cümleyi yakalamaya
74 çalışarak öğrenmektir.

75 St3: Burada yaptığımız her şeyin bizim için önemli olduğunu düşünüyorum.
76 Dinleme aktiviteleri ve notlar gerçekten önemliydi çünkü İngilizce yapıları ya
77 da kelimeleri edinmekle öğrenilmiyor. İnsanlar bu dil bu şekildeki aktivite ve
78 çalışmalarla öğreniyorlar. Bu benim ilk not alışımı ve daha da fazla bu
79 stratejiyi kullanacağımı düşünüyorum.

80 T: **Daha fazla not alacağını söyledin. Peki, hangi dilde not alacağını**
81 **düşünüyorsun?**

82 St3: Burada çok kısa bir deneyimim oldu ve sanıyorum ki İngilizce not
83 alacağım.

84 T: O zaman diyorsun ki İngilizce not almada daha rahatsın, peki.

85 St4: Bu stratejinin tıp olan bölümüm için özellikle bana yardımcı olacağını
86 düşünüyorum. Bu yüzden diyebilirim ki not almak çok faydalıdır.

87 T: Çünkü bazı dersleriniz İngilizce olacak ve İngilizce not alma ihtiyacı
88 hissedeceksin.

89 St4: Bu çalışmada her şeye dikkat ettik; kelime, telaffuz, küçük notlar almak.

90 T: **Genel olarak çalışmanızın test sonuçlarına baktığımda, Türkçe ya da**
91 **İngilizce not almanın testlerinizde bir fark getirmediğini gördüm. Her iki**
92 **dilde de rahat olduğunu söyleyen bir kişi haricinde çoğunuz İngilizce not**
93 **almada rahat olduğunuzu söylediniz. Peki, hangi dilde not aldığınızda**
94 **daha başarılı olduğunuzu düşünüyorsunuz?**

95 St1: İngilizce.

96 St2: Daha önce de söylediğim gibi fark etmedi. Türkçe not aldığım da tüm
97cümleyi yazabiliyordum, İngilizce not aldığım da ise küçük bölümler halinde
98yazıyordum. İki dilde de anlayabiliyordum.

99 St4: Bence ben bazen hayal gücümü kullandım.

100 T: Bu da bir strateji olabilir çünkü biliyorsunuz not almayla ilgili hiçbir şey
101bilmiyordunuz, bu yüzden bu çalışmadan çok şey öğrendiniz.

102 St4: Evet, diğer çalışmanıza benim adımı yazabilirsiniz öğretmenim.

103 T: Son olarak, bu çalışmayla ilgili eklemek istediğiniz bir şey var mı?

104 St1: Gerçekten çok etkili bir çalışmaydı.

105 St2: Çok etkiliydi.

106 St3: ‘Etkili’ kelimesinden başka bir sıfat bulamıyorum bu çalışma için çünkü
107gerçekten hepimiz için faydalı olduğunu düşünüyorum.

108 St4: Çok eğlendim ve eğer bir daha yaparsanız bu çalışmada kesinlikle tekrardan
109 olurum.

110 St3: ve bence bu strateji diğer derslerde de uygulanmalı.

111 T: Ben de böyle düşünüyorum. Sen de ‘dinleme’ nin her dersinizde olduğunu
112açıkça görüyorsun. Buna ek olarak, bu tarz derslerde not almanın ne kadar
113önemli olduğunu hep merak etmiştim ve şimdi görüyorum ki birçok olumlu
114yanları var.

115 St3: Ayrıca dinleme ya da diğer becerilen olduğu bir derste bir süre sonra
116öğrenci kolaylıkla sıkılabilir, fakat böyle bir strateji uygulanırsa öğrenci için
117derse yoğunlaşmak gerekir ve kolayca pes edilmez.

118 St4: Anlamaya çalışmak ve bunları kâğıda yansıtmak çok değişik ve faydalı bir
119şeydi.

APPENDIX H

Class 2 Interview - English Transcript

1 T: Could you briefly tell me about your general thoughts about this study?

2 What do you think about it?

3 St5: First of all, we performed it in lab lessons. I enjoyed a lot while doing this. In
4 addition, although I was listening to texts in lab courses, I could not understand
5 anything due to the fact that I did not use to write notes and in my opinion, this
6 note taking was very helpful for me.

7 St6: I have skill courses like speaking and video in addition to lab lessons and I
8 think that this study may make the lessons more effective. This study was very
9 useful for me.

10 St7: It was very useful. I think this strategy will be performed in all courses. I
11 think listening and note taking was very enjoyable.

12 St8: I learned lots of things in this study and I liked note taking.

13 T: Have ever experienced that kind of a thing?

14 St5: We were just listening before this study. I think it was good to listen to
15 something and then, take notes in Turkish or English and it was really enjoyable
16 and interesting.

17 St6: We used to listen. When I take notes in Turkish, I think in Turkish. When I
18 need to take notes in English, I cannot do it immediately; at first, I take notes in
19 Turkish and then, I translate it into English, but it is difficult to take notes in
20 Turkish while listening to something in English.

21 St7: We used to listen, we did not take notes.

22 St8: At first, I used to miss either listening or note taking procedures, but after the
23 first week, I was successful in doing both of them. This procedure helps the
24 brain to work systematically and fast, so this provides effective learning. We are
25 under two or three procedures; listening, writing and trying to translate it to
26 another language. This is a very effective way for learning a language.

27 T: That's good, thank you.

28 T: In which language it is easy to take notes?

29 St5: It is easy to take notes in the language to which I listen, so this was English
30 because we listened to all texts in English. Translating is a hard work.

31 St6: We need to learn a language, so we need to think in the language we want to
32learn. In this study, I saw that I had difficulty in taking notes in Turkish, but not in
33English and I said to myself that wow, I could understand English.

34 St7: Taking notes in English is very easy. I realized that I sometimes wrote some
35points in English although I was supposed to write them in Turkish. I could think
36in Turkish, but as heard it in English, writing in Turkish was very hard for me.

37 St8: This depends on the person. I mean, at the beginning of the term, I could say
38that Turkish note taking was very easy because I had no idea about English
39language. However, I improved my English and I had no difficulty in writing
40notes in English in this study.

41 T: In this study, was English easy for you?

42 St8: Yes.

43 T: **In which language did you feel that you were successful or you could take**
44**good notes?**

45 St5: English because we could take lots of notes in English and we could reflect
46those notes in the tests we did afterwards.

47 St6: English.

48 St7: English.

49 St8: English.

50 T: **Do you feel that study was useful for your future life? You know, you will**
51**have English courses and you will need to take notes.**

52 St7: Of course. This will have a positive effect on me.

53 St5: This was good. We learned the system and we saw how effective it was.

54 St6: It will be helpful.

55 St8: My department is medicine and I think that it will be very effective in my
56courses. English should be practiced. This strategy is a kind of effective and fast
57learning, so I will use it in my life.

58 T: **Now, you have many lessons that are related with listening skills, so except**
59**from your teachers' guidance on note taking, have you ever taken notes**
60**before in those lessons?**

61 St5:No.

62 St6:No.

63 St7:No.

64 St8: No.

65 T: **After this study, do you think you will continue to take notes during this**
66 **term of preparatory school?**

67 St5: Yes, I will.

68 St6: I can take notes, but I won't do practice exercises.

69 St6: I think note taking is more effective so that I can learn everything.

70 St7: I will try to take notes.

71 St8: I have never taken notes before. However, I can see that while taking notes,
72 you can learn those things permanently. After this note taking study, one can
73 easily answer related questions as I did. Therefore, note taking is very effective for
74 second language learning.

75 T: **Do you want to see this strategy in the courses?**

76 St5: We had done it for three weeks and we enjoyed a lot. If we used this
77 strategy in our courses, they would be very interesting and useful.

78 St6: It will be useful. Yes, we were the subjects in this study, but we were
79 grateful for this experiment.

80 St7: Yes I do.

81 St8: Yes.

82 T: **and lastly, do you want to add something?**

83 St5: You can make this strategy as a separate course.

84 St6: This strategy will also be used in reading or other skills. For instance, in
85 reading I do not completely read the text, and I try to answer the questions
86 without enthusiasm. Therefore, if I took notes and I was tested according to my
87 notes, it would be very effective. Thanks a lot.

88 St7: Thanks for everything; I learned a lot of things in this experiment.

89 St8: Thank you.

APPENDIX I

Class 2 Interview - Turkish Transcript

1 T: Genel olarak bu çalışma hakkında düşüncelerinizi öğrenebilir miyim?

2 St5: Öncelikle bu çalışmayı laboratuvar derslerinde uyguladık ve bu çalışmayı
3yaparken çok eğlendim. Aynı zamanda laboratuvar derslerinde dinleme yaparken not
4almadığım için dinlediklerimi anlayamıyordum ve kendi açımdan söyleyeyim not
5almanın çok faydalı olduğunu düşünüyorum.

6 St6: Bizim laboratuvar derslerine ek olarak konuşma ve video gibi uygulama
7derslerimiz var ve bu çalışmanın bu dersleri etkili hale getirebileceğini
8düşünüyorum. Çalışmanın da faydalı olduğunu düşünüyorum.

9 St7: Çok faydalı ve bu çalışma tüm derslerde olabilir bence. Bence dinlemek ve
10not almak çok eğlenceliydi.

11 St8: Bu çalışmada çok şey öğrendim ve not almayı sevdim.

12 T: Daha önce not alma gibi bir deneyiminiz olmuş muydu?

13 St5: Sadece dinliyorduk. Ayrıca önce dinleyip sonra Türkçe ya da İngilizce not
14almak iyi, eğlenceli ve değişikti.

15 St6: Sadece dinleme yapardık. Türkçe not aldığım zaman Türkçe düşünüyorum.
16İngilizce not aldığım zaman ise hemen yapamıyorum. En başta Türkçe not
17alıyorum ve sonra İngilizce çevirmeye çalışıyorum, fakat İngilizce bir şeyi
18dinlerken Türkçe not almak zor bir iş.

19 St7: Dinleme yapıyorduk, not almıyorduk.

20 St8: İlk yaptığımızda ya dinleme işlemini ya da not almayı unutuyordum, ama
21birinci haftadan sonra ikisini yapmada başarılı oldum. Bu işlemler beynin
22sistematik ve hızlı çalışmasına yardımcı olur bu da verimli öğrenmeyi sağlıyor.
23Burada iki ya da üç işlemi birden yapıyoruz; dinliyoruz, yazıyoruz ve diğer bir
24dile çevirmeye çalışıyoruz. Bir dili öğrenmede en etkili yol bu.

25 T: Güzel, teşekkür ediyorum.

26 T: Hangi dilde not almak daha kolay?

27 St5: Dinlediğimiz dilde not almak daha kolay, bu da İngilizceydi çünkü bütün
28dinlediğimiz parçalar İngilizceydi. Çeviri yapmak zor bir iştir.

29 St6: Bir dil öğrenmek ihtiyacı içerisindeyiz, bu yüzden öğrendiğimiz dilde
30düşünmemiz gerekiyor. Bu çalışmada İngilizce not alırken değil, Türkçe not

31alırken zorluk çektiğimi gördüm ve kendi kendime dedim ki “vay” İngilizce
32anlayabiliyormuşum.

33 St7: İngilizce not almak çok kolay. Şunu fark ettim ki Türkçe yazmam gerektiği
34halde bazen bazı noktaları İngilizce yazıyordum. Türkçe düşünebiliyordum, fakat
35İngilizce duyduğum için Türkçe yazmak benim için çok zordu.

35 St8: Bu olay kişiye bağlıdır. Yani, dönemin başında İngilizce bilmediğim için
36Türkçe not almanın çok kolay olduğunu söyledim. Fakat İngilizcemi geliştirdiğim
37için bu çalışmada İngilizce not alırken hiç zorluk çekmedim.

38 T: Bu çalışmada İngilizce sizin için kolay mıydı?

39 St8: Evet.

40 T: Hangi dilde not aldığınızda kendinizi daha başarılı ya da daha iyi not

41aldığınızı hissettiniz?

42 St5: İngilizce çünkü İngilizce çok iyi notlar alıp daha sonradan bunu yaptığımız
43testlere de yansıtabiliyorduk.

44 St6: İngilizce.

45 St7: İngilizce.

46 St8: İngilizce.

47 T: Bu çalışmanın bundan sonraki yaşamınızın herhangi bir döneminde bir

48faydası olacağını düşünüyor musunuz? Biliyorsunuz, İngilizce dersleriniz

49olacak ve not alma ihtiyacı hissedeceksiniz.

50 St7: Elbette, bu çalışmanın bende olumlu etkisi olduğunu düşünüyorum.

51 St5: Çalışma iyiydi; sistemini öğrendik ve ne kadar etkili olduğunu gördük.

52 St6: Yararlı olacak.

53 St8: Bölümüm tıp ve bu çalışmanın bölümümdeki dersler kapsamında faydalı

54olacağını düşünüyorum. İngilizce pratik yapılmalı ve bu strateji de etkili ve hızlı

55öğrenim yollarından biri, bu sebepten ileride bu stratejiyi kullanacağım.

56 T: Şu an dinleme becerisinin gerektirdiği birçok ders görüyorsunuz, peki

57daha önce bunlardan herhangi birinde öğretmeninizin yönlendirmesi

58haricinde not aldınız mı?

59 St5:Hayır.

60 St6:Hayır.

61 St7:Hayır.

62 St8: Hayır.

63 T: **Bu çalışmadan sonra hazırlığın bu döneminde not almaya devam edecek misiniz?**

65 St5: Evet yapacağım.

66 St6: Not alacağım, ama alıştırma testlerini yapmayacağım.

67 St6: Bence daha iyi öğrenim sağlanışı açısından not alma çok etkili.

68 St7: Yapmaya çalışacağım.

69 St8: Daha önce hiç not almamıştım, fakat gördüm ki not alırken bazı bilgiler kalıcı bir şekilde öğreniliyor. Bu not almadan sonra benim yaptığım gibi alakalı sorular kolayca yanıtlanabilir. Bu yüzden ikinci dil öğreniminde not almak çok etkili.

73 T: **Bu stratejiyi derslerde görmek istiyor musunuz?**

74 St5: Bu çalışmayı üç hafta uyguladık ve çok eğlendik. Eğer derslerimizde bu stratejiyi kullansak dersler çok ilginç ve faydalı olur.

76 St6: Faydalı olur. Denektik, ama denek olduğumuz için size minnettarız.

77 St7: İsterdim.

78 St8: İsterdim.

79 T: **Son olarak eklemek istediğiniz bir şey var mı?**

80 St5: Bu stratejiyi ayrı bir ders olarak yapabilirsiniz.

81 St6: Bu strateji okuma ve diğer beceri derslerinde uygulanabilir. Örneğin okuma dersinde parçayı tamamen okumam ve sorulan soruları da hiçbir istek olmadan cevaplamaya çalışırım. Bu sebepten eğer not alsam ve notlarıma göre teste tabi olunsam çok daha iyi olur. Çok teşekkürler.

85 St7: Her şey için teşekkürler, bu deneyde çok şey öğrendim.

86 St8: Teşekkür ederim.