

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

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Abstract—The main aim of this study is to investigate the impact of note-taking strategy on EFL learners' listening comprehension. Eighty participants were chosen to participate in this study. The participants were allocated to both an experimental (20 female and 20 male) and the control group (20 female and 20 male). The researcher used a listening comprehension test. The results revealed that there is a noticeable statistical difference ($p < .05$) between the means of the experimental and control groups in the listening post-test. This means that the note-taking strategy affects the EFL students' listening comprehension levels effectively and positively. The results of the t-test for the experimental group also show that there is an observed difference between the males' and females' scores regarding the impact of note-taking strategy on the participants' listening comprehension in favor of the female learners.

Index Terms—note-taking strategy, EFL learners, listening comprehension

I. INTRODUCTION

English is considered the foremost universal language that is used everywhere as a way of communication. It has been receiving more attention in Jordan, especially within the educational system. English is taught for twelve years, from the first grade to the twelfth grade, in public and private schools. English, as a universal language, has four skills for complete communication. Once we learn a foreign language, we learn to listen first, talk, read, and at last put it in writing. These are called the four “language skills”, reading, listening, writing, and speaking. Listening in English is taken into account as one of the foremost crucial skills; it is key to all effective communication.

The listening skill is a complex process that requires many efforts to construct or derive meaning. It is a mean of communication, and of sharing information and concepts. For EFL speakers, listening is the first skill with the native language in their acquisition journey (Berne, 2004). Listening is one of the most essential language skills that play a crucial role in human life communication. Howatt and Dakin (1974) defined listening as the ability to spot and comprehend what other people say. It involved comprehending a speaker's pronunciation, ideas, concepts, grammar, vocabulary, and understanding meaning. Listening comprehension is an essential skill within which the listener receives information and understands it as chunks that have certain meanings (O'Malley et al., 1989).

Many researchers such as Hamouda (2013) indicate that EFL students face many difficulties and problems in listening comprehension because teachers put much emphasis on vocabulary, reading, grammar, and writing skills. They do not consider this skill in their foreign classes, so it is still the most neglected skill of language learning and teaching. These problems are related to quality of audio CDs and DVDs, accent, unfamiliar vocabularies, listening pace and speed, and cultural differences (Azmi et al., 2014; Buck, 2001), weak grammar, and the explanation of listening activities is not clear (Graham, 2006), pronunciation of the words (Bloomfield et al., 2010; Walker, 2014).

In order to improve EFL learners' listening comprehension and solve their problems, their teachers should be aware of these listening difficulties to adopt the crucial and effective listening comprehension strategies. O'Malley et al. (1989) and Vandergrift (1997) defined listening comprehension strategies as strategies taken by students to acquire, comprehend, and then use information effectively. Consequently, Vandergrift (1997) stated that listening comprehension strategies are considered as steps that individuals follow to improve learning acquisition and language comprehension. Through these strategies, EFL learners will acquire, store, comprehend and use the spoken input.

O'Malley and Chamot (1990) stated that there are three main listening comprehension strategies: metacognitive, cognitive and social strategies. The metacognitive strategies are management methods, used by students to control their own learning through planning, monitoring, and revising, evaluating then changing. The cognitive strategies are problem-solving strategies that learners used to deal with their learning activities and facilitate the learning acquisition (Derry & Murphy, 1986; Azmi et al., 2014). EFL students apply cognitive strategies in order to comprehend, store and remember new inputs of information. These kinds of strategies can be divided into bottom-up and top-down strategies. For soci-effective strategies, Vandergrift (2003) and Abdalhamid (2012) stated that listeners have to check their learning comprehension, interact with the speakers, decrease anxiety, improve their motivation towards learning, and raise self-confidence and self-esteem, apply these strategies.

Further, to overcome learners' listening comprehension problems, teachers have to provide their learners with authentic materials, design many tasks and activities that improve their listening comprehension, provide them with necessary feedback on their performance. Moreover, they try to encourage them to learn many listening skills and

strategies, ask them to listen to foreign films, music or talk to foreign people face to face or by using the internet. Brown (2001) summarized some practical principles for designing listening techniques as: using techniques that motivate them intrinsically, utilizing authentic contexts, considering the form of learners' responses and encouraging the improvement of listening learning strategies such as note-taking which used as a cognitive learning strategy.

Note-taking is one of the most vital strategies for learners because it can play a recording vehicle that keeps tasks and information for listeners to use them later (Siegel, 2015). In the field of the educational system, note taking helps learners to concentrate and listen carefully, gives the learners a resource for exam and lecture preparation. There are many strategies that learners can follow for effective note-taking during and after the lecture. Learners should concentrate on what their teachers talk about to recognize what is important and indicate essential information. After the lecture, they have to review their notes because the lecture is still fresh in their minds. To sum up, learners do not try to write down everything being said in the lecture in order to learn effectively. Note-taking strategy helps learners remember what was said during the lecture. Therefore, the main purpose of this study is to investigate the impact of note-taking strategy on EFL learners' listening comprehension.

II. RELATED STUDIES ON NOTE-TAKING STRATEGIES AND LISTENING COMPREHENSION

A considerable amount of research has been conducted in the field of listening and note-taking strategies. In this section, some studies are going to be presented.

Majid and Alireza (2009) investigated the relationship between note-taking strategy and learners' listening comprehension. The researchers divided sixty EFL participants into 3 groups: uninstructed note-takers, Cornell note-takers, and non note-takers. The researchers used TOEFL proficiency test, which was used as a pre-test, to guarantee the homogeneity of them, and post-test to obtain the results after treatment. The findings revealed that there is a clear impact of this strategy on their learners' listening comprehension abilities.

Reza et al. (2010) examined professors and learners' attitudes towards the impact and influence of note-taking strategies on the learners' learning performance in Iran. They used questionnaires to collect the needed data. The obtained data were analyzed using SPSS. The results revealed that the participants, including male and female professors and students, have positive perspectives and attitudes towards using note-taking strategy instructions on the learners' learning.

Rahimia and Katal (2012) studied the metacognitive listening strategies used by EFL Iranian learners at universities and at high schools. To achieve the purpose of the study, a Metacognitive Awareness Listening Questionnaire (MALQ) distributed to 122 university students and 116 high-school students. The findings showed that there were differences between university and high-school students' awareness towards meta-cognitive listening strategies.

Movezyan (2012) tried to find out the effect of note-taking strategy during listening activities on students' listening comprehension and attitudes towards the crucial role of this strategy during listening activities. The participants were chosen to participate in this study from American University of Armenia. The participants were allocated to both an experimental and a control group. A listening comprehension test, an attitudinal questionnaire, as quantitative instruments, class observations, and a semi-structured interview as qualitative instruments were used to obtain the needed data. The results revealed that there is a noticeable statistical difference ($p < .05$) between the means of the experimental and control groups in the listening post-test. Moreover, the qualitative data revealed that the students have positive attitudes toward using note-taking as a vital strategy to improve their listening comprehension. This means that the note-taking strategy affects the EFL students' listening comprehension levels effectively and positively.

Gur et al. (2013) examined the influence of using note-taking strategy on different types of informative, narrative and philosophical lectures, on listening comprehension. 122 students, who were studying at the Faculty of Education, Cumhuriyet University participated in the study. They were divided into control group (61) and experimental 1 (61). Pretest and posttest are used to obtain the results. After analyzing the data using SPSS, the results revealed that the participants who took note taking while listening to the three types of lectures had the highest level of comprehension.

Gilakjani and Sabouri (2016) identified the main listening comprehension strategies and the listening difficulties faced learners during listening to oral texts. Through this study, the researchers tried to raise the teachers' awareness to overcome the learners' listening difficulties and improve their listening skill.

Maricar and Castillo (2019) tried to show the importance of improving listening comprehension among learners through Cornell Note-Taking Method which is considered as simple, comprehensive and widely used format which was developed by Pauk (1974) to teach EFL learners how to record, review and organize their notes. To achieve the objectives of the study, the researchers investigated the impact of note-taking strategies on learners' listening comprehension. They used descriptive correlational design to describe the correlation between note-taking strategy and listening comprehension. Frequencies and percentages, mean, and Anova were measured to analyze the data. The results revealed that learners' listening comprehension improves when implementing note-taking strategy.

Dereg öz ü (2021) studied the main listening comprehension strategies used by EFL learners through distance learning. To achieve the objectives of this study, the Listening Strategy Inventory (LSI) was utilized by learners who attending English and German language online classes at three state universities in Turkey. The researcher used quantitative design to analyze the data by using independent samples t-test. The results showed that the level of using listening

comprehension strategies among learners was moderate. The most frequently used listening strategy was nonverbal one while word-oriented strategy was the least one.

Lam (2021) examined the impact of note-taking strategies on EFL students' listening comprehension in academic situation. 60 Vietnam EFL learners participated in the study. The researcher used quantitative method to collect and analyze the data. The findings revealed that note-taking strategies improve the learners' listening comprehension. In other words, they affect their listening performance positively. It is recommended that learners should be trained to use note-taking strategies to improve their learning in general and listening abilities in particular.

III. PURPOSE AND QUESTIONS OF THE STUDY

The main purpose of this study is to investigate the impact of note-taking strategy on EFL learners' listening comprehension. The research aims to provide answers for the following research questions:

1. Are there any significant differences between the mean scores achieved by the experimental group and the achieved by the control group on listening comprehension on the pre-test?
2. Are there any significant differences between the mean scores achieved by the experimental group and the achieved by the control group on listening comprehension on the post-test after treatment?
3. Are there statistically significant differences between EFL male and female learners in using note-taking strategy?

IV. STATEMENT OF PROBLEM

Many previous researches indicated that learners are quite weak in English language generally and listening particularly. Consequently, they still find many challenges and difficulties in listening comprehension. Hamouda (2013) indicated that EFL students face many difficulties and problems in listening comprehension because teachers put much emphasis on vocabulary, reading, grammar and writing skill. They do not consider this skill in their foreign classes. Vandergrift (2003) stated that those lower level listeners had challenge in summarizing text because they did not remember more and did not understand the subject deeply. While the upper level listeners, they remembered new information effectively while summarizing it. They also can use different strategies while and after they listen. It was noticed that note-taking is one of the most essential strategies that are used to improve the learners' listening comprehension, but the problem is that this strategy or skill is neglected and is rarely taught in schools and universities. Many researchers observe how difficult it is to use this strategy in lectures among EFL learners (Gilbert, 1989). The researchers think that EFL learners' lack of listening comprehension ways and strategies is considered a vital cause of learners' poor comprehension skills.

V. SIGNIFICANCE OF THE STUDY

The objective of this study is to help students at universities and schools overcome the weakness in listening skill and provide appropriate solutions. The importance of listening strategies awareness has been proved in literature. So it is expected that the results will show the teachers the importance of using different kinds of proper listening strategies in general and note-taking strategy in particular that can be implemented inside the classroom to increase their students' listening comprehension abilities. Moreover, the researcher may investigate other strategies that make the listening skill more purposeful, beneficial and easier to understand what native speakers talking about. This study also helps students to be aware of the appropriate listening strategies. It is crucial to raise the students' awareness towards using appropriate listening strategies effectively and efficiently. This information could be used as a gate for EFL learners to use the suitable listening strategies during interacting with contexts in order to develop and improve their listening comprehension abilities. In addition, note-taking strategy should be part of the EFL curriculum.

VI. METHODOLOGY

A. *Participants of the Study*

Eighty participants were chosen to participate in this study. The participants will be allocated to both the experimental (24 females and 16 males) and the control group (18 females and 22 males). All of them majored in English language and literature. Their age ranged from 19 to 23 years old. The participants in the experimental group received the required treatment by using a note-taking strategy, while the participants in the control group did not receive any treatment.

TABLE 1
DISTRIBUTION OF PARTICIPANTS VARIABLE

Group	Age	Gender		
		Female	Male	Total
Experimental group	19-20	9	5	15
	20-21	8	8	16
	21-23	7	2	9
	Total			40
Control group	19-20	9	5	14
	20-21	5	7	12
	21-23	4	10	14
	Total			40

B. Instrument Data Collection and Analysis

The researcher used a listening comprehension test. This test is a standardized listening comprehension one taken from the TOEFL textbook. This test ranges from 60 -70 minutes and has 50 multiple-choice questions. The test was used as a pre-test and a post-test for both groups. It tests the students' abilities to comprehend the passage they listened to.

The listening test was administered to the learners during their normal classes in the second week of the second semester 2021/2022 academic year. It was applied to control and experimental groups as a pre-test to guarantee the homogeneity between them. Then the researcher has designed eight lessons of note-taking strategy to present them for the participants in the experimental group.

Lesson 1(one hour): Talking about the impact of applying note-taking strategy on academic achievement in general and listening comprehension in particular.

Lesson 2(one hour): Teaching the learners the main techniques and tips for listening and note taking strategy such as : trying to find the key words, trying to find the cues to meaning, predicting what is the main purpose of the context and stimulating the background knowledge.

Lesson 3: Teaching them the other strategies for listening and note- taking: Guessing the meaning, seeking clarification, Taking notes in their own words, putting their notes with headings and subheadings and reviewing their notes and reconstruct the content.

Lesson 4: Explaining different strategies through the listening lesson i.e. Sharing and exchanging opinions and ideas, agreeing and disagreeing, presenting facts, evidences and examples, investigating confirmation, paraphrasing, and organizing the discussion.

Lesson 5: Discussing these methods of note-taking: the Sentence Method, The Formal Outline Procedure, Mind Mapping Method,

Lesson 6: Discussing other types of note taking methods i.e. Clustering, and the Cornell Method

Lesson 7: The researcher chooses Cornell Method (CM) as a simple, comprehensive and widely used format. Pauk (1974) developed this format to teach EFL learners how to record, review and organize their notes.

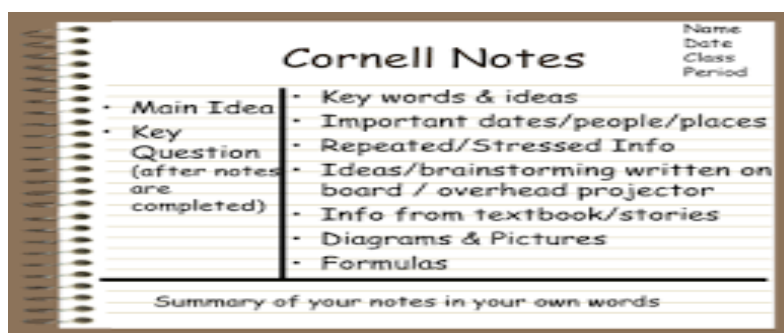


Figure 1 Cornell Note-taking Method (CM)

Lesson 8: implementing this method through the lesson. The control group did not receive any treatment. After 9 weeks of treatment, the same test was applied again as post-test for both groups. The Statistical Package for Social Sciences (SPSS) was used to analyze the results of the tests of the two groups in order to check the main statistical differences of means, and standard deviation scores between them.

VII. RESULTS AND DISCUSSION

The pre- listening test was analyzed to check the statistical differences between learners before implementing the treatment. Independent Samples T-Test was used to achieve that (see Table 2).

TABLE 2
INDEPENDENT SAMPLES T-TEST OF LISTENING COMPREHENSION PRE-TEST

	<i>Group</i>	<i>N</i>		<i>Mean</i>	<i>Total Mean</i>	<i>Std.</i>	<i>t-test</i>	<i>F</i>
Pre-Test	<i>Control</i>	40	<i>Female</i>	70.74	71.75	2.61	0.74	0.35
			<i>Male</i>	72.75				
	<i>Experimental</i>	40	<i>Female</i>	70.52	68.53	.951		
			<i>Male</i>	66.54				

The table above indicates that there were not any significant differences between mean scores of the learners in the experimental group (M= 68.53) and control groups (M= 71.75) before treatment. Moreover, it is also shown that a significant difference is not observed between the males' and females' listening comprehension pretest in both groups, the experimental (Female (70.52), Male (66.54)), the control group (Female (70.74) Male (72.75)). This means that the two groups approximately have the same listening comprehension level before the beginning of the treatment. After implementing the treatment, the post-listening test was analyzed to check the statistical differences between learners. Independent Samples T-Test was used to achieve that (see Table 3).

TABLE 3
INDEPENDENT SAMPLES T-TEST OF LISTENING COMPREHENSION POST-TEST

	<i>GROUP</i>	<i>N</i>	<i>Gender</i>	<i>Mean</i>	<i>Total Mean</i>	<i>Std. Deviation</i>	<i>t-test</i>	<i>F</i>
POST -TEST	<i>experimental group</i>	40	<i>Female</i>	93.78	87.72	1.67	13,41	0.14
			<i>Male</i>	81.66				
	<i>Control</i>	40	<i>Female</i>	72.30	72,32	2.35		
			<i>Male</i>	72.33				

In this table, one can notice that there is a statistical significant difference ($p < .05$) between the listening comprehension means of the experimental (M= 87.72) and control group (M= 72.32) in the listening post-test. The analysis states that note-taking strategy, while listening affects the learners' listening comprehension levels effectively and positively. The results of t-test for experimental group also show that there is an observed difference between the males' and females' scores towards the effect of note-taking strategies on the students' listening comprehension in favor of the female learners (M= 93.78), Male (M= 81.66).

Through the highly significant differences between the mean scores of the two groups (87.72 - 72.32), one can notice the effect of note-taking strategy on meaningful listening comprehension and building the students' mental and cognitive structure related to the content of the subject matter they listen to. Using this strategy plays a crucial role in focusing the learners' attention, recalling and reconstructing the content. While correcting the test, the researcher noticed that female use note-taking strategy seriously and implement it through listening to the topics of the audio clips they heard. They used Cornell Method (CM) format more than male to record, review and organize their notes. They pay attention to the important information in order not to miss any key details that allow them to answer the questions easily.

From a theoretical review, there is a strong claim that there is a vital relation between note-taking strategy instructions and learners' academic listening achievement. Sahin et al. (cited in Gur et al., 2013) stated that note-taking strategy, by using the Cornell method while listening, affected the students' listening comprehension effectively and positively. The results of this study go in complete harmony with the results of the other studies that were conducted by Gur et al. (2013) who tried to examine the impact of note-taking strategy on listening comprehension skill; they found that the participants who took note taking while listening to the lecture had the highest level of comprehension. Reza et al. (2010) found that the participants, including male and female professors and students, have positive perspectives and attitudes towards using note-taking strategy instructions on the learners' learning.

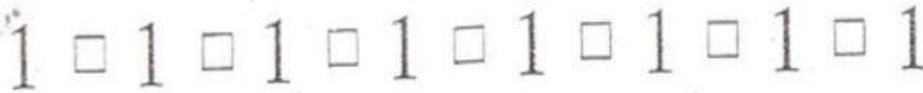
VIII. CONCLUSION AND RECOMMENDATION

The main purpose of this study is to investigate the impact of note-taking strategy on EFL learners' listening comprehension. As for the questions of the study, in the consensus of many studies, EFL learners, especially female ones, use note-taking strategy effectively. Depending on the results, it was found that using this strategy affects learners' listening performance positively. This means that learners should learn the appropriate and the useful methods of note-taking strategy that help them improve their listening proficiency.

Based on the results of this study, the EFL teachers are recommended to include different types of note-taking methods and strategies as part of their instruction in order to help their students to comprehend the contexts and subject matter efficiently. Policy makers and stakeholders in the field of education are recommended to provide EFL students with authentic listening courses and materials by designing many tasks and activities that improve the learners' listening comprehension.

APPENDIX. LISTENING COMPREHENSION TEST

A paper version TOEFL



COMPLETE TEST TWO

SECTION 1
LISTENING COMPREHENSION

Time—approximately 35 minutes
(including the reading of the directions for each part)

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

On the recording, you will hear:

- (man) *That exam was just awful.*
- (woman) *Oh, it could have been worse.*
- (narrator) *What does the woman mean?*

Sample Answer

- (A)
- (B)
- (C)
- (D)

- In your test book, you will read:
- (A) The exam was really awful.
 - (B) It was the worst exam she had ever seen.
 - (C) It couldn't have been more difficult.
 - (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "It wasn't that hard." Therefore, the correct choice is (D).

1. (A) They were in the regular room.
 (B) The key was misplaced.
 (C) He's taking a different class.
 (D) He has the key to the classroom.
2. (A) She will lend it to the man.
 (B) She never lent the book to Jim.
 (C) Jim wants to borrow the book.
 (D) Jim has the book.
3. (A) Paying bills.
 (B) Talking to the landlord.
 (C) Turning the lights off.
 (D) Looking for an apartment.
4. (A) She has no time to go to class.
 (B) They are already late for class.
 (C) It's too early to go to class.
 (D) She has to be on time for class.
5. (A) He is resuming his duties one more time.
 (B) He is assuming the class is difficult.
 (C) The class is terrible all the time.
 (D) The class takes a lot of time.
6. (A) She needs a new coat.
 (B) She likes the paint in the dorm rooms.
 (C) She has the same opinion as the man.
 (D) She left her coat in the dorm room.
7. (A) He needs to complete the math assignment first.
 (B) He'll be ready in a couple of hours.
 (C) He is going to history class now.
 (D) He was ready a few minutes ago.
8. (A) She's sorry she moved them.
 (B) She really knows where they are.
 (C) They haven't been moved.
 (D) Someone else moved them.
9. (A) A solution is not apparent.
 (B) The problem can be fixed.
 (C) There is really a pair of problems.
 (D) The problem is difficult to solve.
10. (A) The professor gives quizzes regularly.
 (B) The woman is really quite prepared.
 (C) It is unusual for this professor to give quizzes.
 (D) He doesn't think there's a class today.
11. (A) She could not comprehend the chemistry lecture.
 (B) She has not had time to look at the assignment.
 (C) It was possible for her to complete the problem.
 (D) She could not understand the problem.
12. (A) He doesn't know how far away the exhibit is.
 (B) He's uncertain about the fee.
 (C) The exhibit is not very far away.
 (D) He's sure the exhibit isn't free.
13. (A) Not taking it at all.
 (B) Taking it along with chemistry.
 (C) Taking it later.
 (D) Taking it instead of chemistry.
14. (A) An astronomer.
 (B) A physician.
 (C) A philosopher.
 (D) An engineer.
15. (A) Nothing could surprise her.
 (B) The gift really astonished her.
 (C) She couldn't have gotten more gifts.
 (D) She was expecting the gift.
16. (A) She's wearing a new dress.
 (B) She's ready to study for hours.
 (C) She's exhausted.
 (D) She has studied about the war for hours.
17. (A) He's really tall.
 (B) He's the best.
 (C) He's got a good head on his shoulders.
 (D) He always uses his head.

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18. (A) He's already talked to the professor about the assignment.
 (B) There is no assignment for tomorrow.
 (C) He's not sure what the professor will talk about.
 (D) The professor discussed the assignment only briefly.
19. (A) He went to it.
 (B) He knew about it.
 (C) He didn't know about it.
 (D) He gave it.
20. (A) It's hard to lock the room.
 (B) The cloak was delivered on time.
 (C) Someone struck the crockery and broke it.
 (D) It is now midday.
21. (A) That she wouldn't take the trip.
 (B) That she would go to the beach.
 (C) That she really liked the beach.
 (D) That she would take a break from her studies.
22. (A) They were disappointed.
 (B) They didn't get any gifts.
 (C) They were unexcited.
 (D) They were really pleased.
23. (A) She believes she can succeed.
 (B) She's decided to pull out of it.
 (C) She wants to put off the speech for a while.
 (D) She thinks the speech is too long.
24. (A) She'd like to offer the man a scholarship.
 (B) The documents were returned to her with a signature.
 (C) She needs to sign the documents.
 (D) She works in the scholarship office.
25. (A) He doesn't have time to pay the bills.
 (B) The bills weren't paid on time.
 (C) Of course, he paid the bills on time.
 (D) He will pay the bills for the last time.
26. (A) He thinks the lecture was really interesting.
 (B) He's not sure if the ideas are workable.
 (C) He understood nothing about the lecture.
 (D) He's not sure what the woman would like to know.
27. (A) He missed an opportunity.
 (B) He was late for his trip.
 (C) He should take the next boat.
 (D) He should send in his application.
28. (A) He agrees with what she said.
 (B) He thinks she didn't say anything.
 (C) He couldn't hear what she said.
 (D) He did hear what she said.
29. (A) That John would pick them up for the concert.
 (B) That the concert would start earlier.
 (C) That John would not be going to the concert.
 (D) That they would be late to the concert.
30. (A) He enjoyed the trip immensely.
 (B) The boat trip was really rough.
 (C) He couldn't have enjoyed the trip more.
 (D) The water was not very rough.

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Part B

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

- | | |
|---|---|
| 31. (A) Two students.
(B) Two professors.
(C) Two sociologists.
(D) Two lecturers. | 35. (A) From a friend.
(B) From the newspaper.
(C) From a discussion.
(D) From the utility company. |
| 32. (A) She wants his opinion of sociologists.
(B) She wants to hear him lecture.
(C) She wants to know about a course he took.
(D) She wants to meet Professor Patterson. | 36. (A) In a far desert.
(B) Close by.
(C) At the utility company's headquarters.
(D) The man has no idea. |
| 33. (A) A course where the professor lectures.
(B) A course where the students just listen and take notes.
(C) A course with Professor Patterson.
(D) A course where the students take part in discussion. | 37. (A) It's cheaper in the short run.
(B) The utility company won't need any extra money.
(C) The plant's far away.
(D) It exists in large quantities. |
| 34. (A) She thinks it'll be boring.
(B) She doesn't want to take it.
(C) It sounds good to her.
(D) She'd prefer a course with more student participation. | 38. (A) She's concerned it'll be too costly.
(B) She thinks the price is too low.
(C) She thinks the plant is totally unnecessary.
(D) She thinks the utility company has a good idea. |

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Part C

Directions: In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, you will read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you will hear:

(narrator) Listen to an instructor talk to his class about painting.

(man) Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.

Now listen to a sample question.

Sample Answer

(narrator) What style of painting is known as American regionalist?

- A
- B
- C
- D

- In your test book, you will read:
- (A) Art from America's inner cities.
 - (B) Art from the central region of the United States.
 - (C) Art from various urban areas in the United States.
 - (D) Art from rural sections of America.

The best answer to the question, "What style of painting is known as American regionalist?" is (D), "Art from rural sections of America." Therefore, the correct choice is (D).

Now listen to another sample question.

Sample Answer

(narrator) What is the name of Wood's most successful painting?

- A
- B
- C
- D

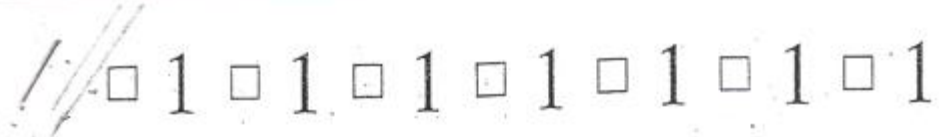
- In your test book, you will read:
- (A) "American Regionalist."
 - (B) "The Family Farm in Iowa."
 - (C) "American Gothic."
 - (D) "A Serious Couple."

The best answer to the question, "What is the name of Wood's most successful painting?" is (C), "American Gothic." Therefore, the correct choice is (C).

Remember, you are not allowed to take notes or write in your test book.



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- 39. (A) The Employment Office manager.
(B) The university registrar.
(C) The bookstore manager.
(D) A student working in the bookstore.
- 40. (A) Prepare a schedule.
(B) Decide which workers to hire.
(C) Plan student course schedules.
(D) Train office workers.
- 41. (A) What the students' majors are.
(B) When the students are able to work.
(C) Why the students want to work.
(D) In which jobs the students have experience.
- 42. (A) Cashier.
(B) Shelf stocker.
(C) Business office worker.
(D) Phone operator.
- 43. (A) Soft, warm clothing.
(B) Problems in landfills.
(C) How fleece is obtained.
(D) Recycling soda bottles.
- 44. (A) They were left in landfill areas.
(B) They were reused.
(C) They were recycled.
(D) They were refilled.
- 45. (A) Dye.
(B) Warm, soft clothing.
(C) Computer chips.
(D) Glass bottles.
- 46. (A) Buying plastic bottles.
(B) Solving the problems in landfills.
(C) Buying these recycled products.
(D) Becoming aware of the environment.
- 47. (A) The Central Pacific Group.
(B) The Transcontinental Railroad Company.
(C) A group from Ogden, Utah.
(D) Two separate railroad companies.
- 48. (A) They had to lay tracks across a mountain range.
(B) They had to cross all of Nebraska.
(C) They had to work for another railroad company.
(D) They had to move westward to Sacramento, California.
- 49. (A) Several days.
(B) Several weeks.
(C) Several months.
(D) Several years.
- 50. (A) Dynamite was used to blast out access.
(B) A golden spike was hammered into the last track.
(C) The workers labored dangerously and exhaustingly.
(D) The workers traversed the Sierra Nevadas.

This is the end of Section 1.
Stop work on Section 1.

Turn off the recording.



Read the directions for Section 2 and begin work.
Do NOT read or work on any other section
of the test during the next 25 minutes.

ACKNOWLEDGEMENTS

I would sincerely like to thank the study participants, whose dedicated participation made this research possible.

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