Evaluation of Note-Taking Practices and Their Impact on Writing Skills among EFL Students at Misurata University

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Abstract

This study investigates the role of note-taking in enhancing learning among EFL university students and its effectiveness in boosting cognitive engagement. Data were collected through a questionnaire and a writing task assessing spelling accuracy, handwriting, vocabulary recall, and overall writing quality. The study utilized a mixed-method design that combines both quantitative approaches (the structured questionnaire and scoring) and qualitative methods (the assessment of writing tasks) to offer a thorough understanding of how note-taking strategies affect the writing skills. Results showed that students perceived note-taking as an effective strategy for improving concentration, organization, and vocabulary retention. However, quantitative findings indicated limited gains in measurable writing skills. The results suggest that note-taking primarily supports cognitive engagement and comprehension rather than direct linguistic improvement. It is therefore recommended that note-taking be integrated with focused writing instruction to enhance its pedagogical value. The study offers insights for EFL teachers and curriculum designers aiming to develop students' academic literacy through more strategic use of note-taking.

Key words: *Note-taking, EFL learners, Writing performance, Academic skills*

1. Introduction

There are many situations where people need to record certain information in order to transmit it later for communication purposes. For example, a police officer needs to record information on a crime scene to be investigated later on, and a doctor needs to write notes about his patients, and so do students at schools and universities. They need to take records of lessons and lectures in order to be checked, studied and memorized for exam purposes. Taking notes is one of the most important skills that every student should learn at university. It involves writing down some detailed information delivered during a lecture (Hayati & Jalilifar, 2009; Al-Ashkar, 2014). Therefore, this study will shed some light on the practice of note- taking as one of the most beneficial academic sub-skills for EFL learners.

Spelling, handwriting and vocabulary recall are all essential elements for EFL learners to improve the four language skills namely, listening, speaking, reading and writing. Poor development of either of these components can negatively affect the four skills in one way or another (Jin & Webb, 2024)

The current study will evaluate the implication of note-taking in EFL classes. Adapting different note-taking strategies may help learners uptake a higher level of the information delivered in a class. In addition, it is thought that the more students take notes during classes the more they work on handwriting, spelling and vocabulary recall.

EFL learners in many contexts often complain that they have difficulty recalling the meaning or spelling of a particular word. Learners with short-term memories usually find themselves at a loss as soon as they leave their classes and therefore score badly in their exams (Hayati & Jalilifar, 2009).

Through taking notes in lectures, leaners could improve their handwriting, and it will also make them better spellers. In addition, writing down information can help improve the memory and pay more attention to writing strategies. Therefore, it is suggested that teachers should enforce note-taking strategies inside the classroom for the purpose of empowering learners' spelling, vocabulary recall, punctuation and handwriting (Al-Ashkar, 2014).

In many parts of the world, such as China, India and many countries in Europe, taking notes is an essential skill in the learning of English as a foreign language. In particular, as it enforces spelling mastery, vocabulary recall and attention. (Hayati & Jalilifar, 2009; Al-Ashkar, 2014). However, most English Department students at the Faculty of Education, Misurata University seem to lack the basic knowledge and techniques of taking notes during English classes which might be a main cause for lower grades and hence slower language acquisition.

1.2 Problem Statement

EFL learners often complain to their teachers that they forget most of what they have learned in classes. During classes, learners mostly seem very interested and motivated while listening to their teacher. As soon as class is dismissed, students leave the class hoping that they will remember all the key information at home. However, their low

grades and poor class participation show that they have little understanding of the lessons previously covered. Besides, a great deal of learners' written work shows that EFL students of English at The Faculty of Education, Misurata University often face a number of learning issues including spelling mistakes, vocabulary recall difficulties, poor handwriting. Therefore, learning to take notes effectively would hopefully help these learners overcome these deficiencies and improve their overall English proficiency.

1.3 Research Questions

This study aims to find answers for the following questions:

1. How often do students of English at the Faculty of Education/ Misurata University take notes in EFL classes?

2. What strategies, if any, do students of English apply when taking notes during classes?

3. How do EFL learners' note taking practices relate to their performance in spelling, handwriting, and vocabulary recall?

1.4 Research Objectives

The current research aims at achieving the following goals:

1. Shed some more light on the importance of note taking on language development at university.

2. Encourage EFL learners to practice note-taking as a basic academic skill inside EFL classrooms.

3. To examine the relationship between students' note-taking practices and their

performance in writing sub-skills, including spelling, handwriting, and vocabulary recall.

1.5 Literature Review

Taking notes during classes is one of the most important skills that every student should learn at university (Hayati & Jalilifar, 2009; Al-Ashkar, 2014). It involves writing down some detailed information delivered during a lecture

Vocabulary recall is an essential skill for university learners. Many students find that they tend to forget most of the knowledge they receive in a noticeably short period of time. As a matter of fact, this phenomenon cannot be attributed to a defect in human brain, at least in normal contexts, it is actually related to human memories. It is scientifically realized that our memories are not restricted to a certain capacity. What makes human memories different in terms of capacity is practice. It is suggested that most of what learners receive in class is restored in their short-term memory (STM) for a relatively short period of time before it is lost (Hayati & Jalilifar, 2009). This may not be surprising, as some studies, according to Hayati & Jalilifar (2009), indicate that in spite of the fact that learners take variable strategies to help them recall the information including note-taking, average learners are only able to recall:

- 50 % after one day

- 35 % after one week

- 20 % after two weeks

Thus, unless learners adopt practical techniques to recall information, the mind would be capable of retaining information for only a relatively short period of time.

Therefore, scholars tend to encourage teachers to reinforce note-taking as a productive process to help learners achieve better in their study (Hayati & Jalilifar, 2009).

In spite of the small number of studies that were conducted in L2 contexts in comparison with L1 contexts, there have been some significant findings which are worth underlining. One early study carried out by Dunkel (1988), examined the differences in lecture note-taking between first language (L1) and second language (L2) university students, found that test performance was positively linked to the quality of the students' notes rather than the number of words. This means that those participants who were able to write down key points efficiently with very little irrelevant information performed better in the test (Dunkel, 1988). Similarly, Clerehan (1995) studied the notes taken by L1 and L2 learners in New Zealand and found that L2 participants were "at a huge disadvantage" (p. 145). This could be attributed to the fact that many of those L2 participants failed to take essential notes from the lecture especially those that were in level 1 or level 2 concepts in the hierarchical structure of the lecture.

It is, however, not clear yet whether taking notes strategy has a positive or negative effect on EFL learners. On one hand, a study conducted by Hale and Coutney (1991) to investigate the impact of note-taking in TOEFL listening comprehension classes. The results showed that taking notes during "mini-talks" had no significant improvement on learners' performance. Moreover, forcing learners to take notes negatively affected their performance. This little benefit was partly attributed to these mini-talks which were designed to assess listening comprehension with a small demand on learners' memory. Also, in a meta-analytic review of 33 studies on note-taking, by Kobayashi (2006), positive impact of intervention was found in spite of the hardly noticeable results. The results of the study also suggest that preparing a framework for the lecture would be more rewarding than receiving a formal verbal instruction (Kobayashi, 2006).

On the other hand, a study conducted by Mezek (2013) among Swedish students to investigate the relationship between reading, note-taking techniques and English terminology. Participants were introduced to new terminology where they were able to take notes. Their vocabulary recall was measured with a multiple choice test. It was noticed that participants who wrote down more extensive notes recalled more terms (Mezek, 2013).

Another study conducted at Sultan Qaboos Unversity by Al- Musalli (2008) to investigate some aspects of note-taking during English lectures an addition to the effectiveness of these notes. The findings indicate that the notes taken by participants during lectures included important and effective information. Therefore, the sample participants were able to write down more than 'one-third' of the information units delivered in the lectures. Hartley and Cameron (1967) attribute a 'reasonable' and 'generous' amount of knowledge to note taking in lectures. It was also found that practicing note-taking could lead to improvement in note-taking strategies and habits.

A different study carried out by Hayati and Jalilifar (2009) to prove the link between note-taking strategy and students' listening

skill. The outcome supported a strong relationship between note-taking strategy and listening comprehension skill. The most valuable result in the study was that participants who took random notes showed lower level of language proficiency than those who took notes after being introduced to the Cornell method.

One more relatively study conducted by Al-Ashkar (2014) to investigate the influence of note-taking strategy on improving students' academic achievement. The results showed

handwriting, and vocabulary recall.

2. Methodology

The current study utilized a mixed-method design that combines both quantitative (through the structured questionnaire and scoring) and qualitative (through the assessment of writing tasks) approaches to provide a comprehensive understanding of the impact of note-taking strategies on EFL learners' writing skills.

2.1 Participants

The study involved 32 random EFL students at The Faculty of Education, Misurata University who voluntarily participated in this study. The study took place during the academic year 2023-2024. All participants were Libyan students in their third or fourth semester.

2.2 Tools of Data Collection

The instruments selected to answer the three research questions were: a structured complete their responses. The questionnaire items were clearly explained to all participants before they began. For the writing task,

that there was a positive influence of note-taking strategy on the improvement of the learners' academic achievement.

Although note-taking is widely recognized as an essential academic skill, relatively little research has focused on its role in supporting writing sub-skills within EFL contexts. This study seeks to address this gap by evaluating the note-taking practices of Libyan EFL learners at the Faculty of Education, Misurata University, and exploring their relationship to spelling,

questionnaire and one writing task. The structured questionnaire was divided into two sections in order to distinguish note-takers from non-note takers. For each item, participants were given multiple-choice responses.

As for the writing task, it consisted of a single paragraph writing activity designed to provide supportive evidence for the questionnaire responses. The writing task was not included as a separate main instrument, but rather as a means of comparing students' self-reported abilities with their actual writing performance.

Each tool was developed and validated in alignment with the research objectives.

2.3 Data Collection Procedures

The data for this study were collected during the academic year 2023-2024. For the questionnaire, participants were allocated fifteen minutes inside a study room to

participants were given adequate time to produce their paragraph under supervised conditions. Ethical standards were maintained

by ensuring voluntary participation and confidentiality of all data.

This study aims to shed light on how note-taking strategies may help EFL learners improve key aspects of language learning. Specifically, it may provide insights into reducing spelling errors, enhancing handwriting quality, strengthening vocabulary recall, and developing overall writing sub-skills.

2.4 Ethical Considerations

The entire study process was conducted in accordance with ethical standards. Participants were made aware of the study's goals and guaranteed anonymity and confidentiality. Prior to participation, informed consent was acquired, and participants were informed that their participation was completely optional and that they might discontinue participation at any moment without incurring any penalties.

All data gathered for this study were maintained securely and utilized exclusively for research purposes.

2.5 Data Analysis

The data collected in this study were analyzed using both quantitative and qualitative methods. A total of 32 participants completed a questionnaire and a writing task. The questionnaire consisted of four sections: (1) self-evaluation of note-taking abilities, (2) note-taking behavior, (3) preferred note-taking methods, and (4) sources from which participants learned to take notes. For note-taking behavior, participants indicated have to indicate the number of subjects in which they regularly take notes. Based on their responses, participants were categorized as:

Very frequent note-takers (5 or more subjects = 3 points)

Non-frequent note-takers (3-4 subjects = 2 points)

Seldom note-takers (1-2 subjects = 1 point)

Non note-takers (0 subjects = 0 points)

These scores were later used for comparison across performance levels in the writing tasks.

For the writing task, each participant was asked to write a short descriptive paragraph under controlled conditions. The task was evaluated based on both objective and subjective criteria:

1. Word Count: total number of words written in the task was recorded as a basic measure of productivity.

2. Spelling Accuracy: the number of spelling errors was counted and a spelling accuracy score was calculated using the following formula:

$$\left(1 - \frac{\text{Spelling Mistakes}}{\text{Total Words}}\right) \times 100$$

3. Results & Discussion

3. 1 The Questionnaire:

The distribution of the answers for the items of the questionnaire came as follows:

Section A: Self-Evaluation

The questionnaire asked students to evaluate their own performance in spelling, handwriting, information recall, writing skills, and note-taking skills. As shown in Table 1,

the majority of participants rated their spelling accuracy positively, with 27 students (84%) choosing "Good," while only 2 considered it "Poor" and none selected "Very Good." Similarly, handwriting received mixed evaluations. 19 students (59%) rated it as "Good." 5 as "Poor," and 6 as "Very Good." Regarding information recall, responses were more divided; 12 students (37%) rated themselves as "Good," While 8 (25%)

selected "Very Good," but 7 (22%) admitted difficulties by choosing "Poor." Writing skills were generally perceived positively, with 21 students (66%) rating them as "Good," while only 1 reported "Very Poor." Note-taking skills, however, showed the weakest self-evaluation: 14 students (44%) rated themselves "Poor," and only 8 (28%) considered themselves "Good."

Table 1

| Q.A | How do you evaluate your: | | | | | | |
Item No.	Evaluation Criteria	Very Poor	Poor	Good	Very Good	No Response	Total	Very Poor
1.	Spelling Accuracy?	2	2	27	0	1	32	2
2.	Handwriting?	0	5	19	6	2	32	0
3.	Information Recall?	1	8	12	8	3	32	1
4.	Writing Skills?	1	7	21	2	1	32	1
5.	Note-taking Skills?	0	9	14	8	1	32	0

Section B: Note-Taking Behavior

The results in this table 2 indicate that the vast majority of participants (93.7%) reported taking notes during classes, while only a small minority (6.3%) stated that they did not. This strong tendency toward note-taking suggests that learners generally recognize its importance as part of their academic practice. Previous research has shown that students who take notes are more likely to encode and

retain information effectively (Kiewra, 1985; Kobayashi, 2005). In fact, note taking is widely considered both a cognitive and metacognitive activity that supports comprehension and recall (Makany et al., 2009). The small group of non-note takers may rely on other strategies such as active listening or reviewing lecture materials after class, as suggested by Meter et al., (1994).

Table 2

Item No.	Evaluation Criteria	Yes	No	Total
1.	Do you take notes during classes?	30 (93.7%)	2 (6.3%)	32

Section B 1: YES

When comparing note-taking practices across different subject areas, a clear pattern emerges. In skills-based courses (Table 3), the highest percentages of note-taking habit were reported in Grammar classes (90.6%) and Writing classes (78.1%), followed by Vocabulary (62.5%) and Listening & Speaking classes (56.3%). Whereas Reading classes attracted the fewest note-takers (50%).

In content-focused courses (Table 4), note-taking was most frequent in Phonetics classes (81.3%) and Linguistics classes (75%), while it was relatively low in Literature (25%) and Methodology (9.4%). Only (3) participants (9.4%) indicated that they take notes in all subjects.

Table 3

Item No.	Evaluation Criteria	Listening & Speaking Classes	Writing Classes	Reading Classes	Grammar Classes	Vocabulary Classes
1.	Where do you take notes? (Tick as appropriate)	(18) (56.3%)	(25) (78.1%)	(16) (50%)	(29) (90.6%)	(20) (62.5%)

Table 4

Item No.	Evaluation Criteria	Phonetics Classes	Literature Classes	Linguistics Classes	Methodology Classes	All of the Above
1.	Where do you take notes? (Tick as appropriate)	(26) (81.3%)	(08) (25%)	(24) (75%)	(03) (9.4%)	(03) (9.4%)

The findings suggest that students prioritize note-taking in courses where information is rule-based, technical, or highly structured (Grammar, Writing, Phonetics, Linguistics). These subjects typically involve explicit explanations, formulas, or theoretical frameworks that are not easily retained without written support. Prior research noted that learners tend to intensify note-taking in courses where content is dense, technical, or difficult to memorize (Kiewra, 1985; Kobayashi, 2005).

In contrast, lower percentages in Reading and especially Literature may indicate that students consider note-taking less essential when material is already text-based or interpretive in nature. Literature classes often emphasize personal interpretation, critical discussion, and extended reading outside class, which reduces the perceived need for note-taking (Dunkel & Davy, 1989). The minimal note-taking reported in Methodology classes could suggest either a reliance on distributed handouts or that students find these classes abstract and less note-taking worthy. This aligns with earlier findings that note-taking decreases when students believe the material is available elsewhere or when its immediate relevance is unclear (Peper & Mayer, 1978).

Sections C & D: Note-Taking Methods

Table 5 shows the forms students usually take notes in. The majority (55.6%) preferred sentences, followed by words (22.2%). A smaller group used symbols (16.7%), while only 2 students (5.6%) selected other.

Table 6 reports the perceived ease of taking notes during classes. Most students found note-taking easy (34.4%) or quite easy (28.1%), while (31.3%) rated it as difficult. Very few considered it very easy (6.3%) but none of them selected very difficult (0%).

Table 5

Item No.	Evaluation Criteria	Sentences	Symbols	Words	Other	Total
C.	What form do you usually take notes in?	(20) (55.6%)	(06) (16.7%)	(08) (22.2%)	(02) (5.6%)	36

Table 6

Item No.	Evaluation Criteria	Very Easy	Quite Easy	Easy	Difficult	Very Difficult	Total
D.	How easy is it to take notes during classes?	(02) (6.3%)	(09) (28.1%)	(11) (34.4%)	(10) (31.3%)	(00) (0%)	32

These results highlight that students primarily rely on sentence-based note-taking, suggesting a preference for detailed, verbatim capture of lecture content rather than highly condensed symbolic or keyword methods. This is consistent with earlier findings by Kiewra (1985), but also reflects contemporary patterns where digital tools encourage fuller transcription (Morehead et al., 2019). While sentence-based notes may provide comprehensive detail, research indicates they can increase cognitive load and reduce opportunities for critical engagement compared to structured or keyword methods (Mueller & Oppenheimer, 2014; Lou et al., 2016).

Overall, the findings of (table 6) suggest that while students are generally comfortable with note-taking, there is room for training in more efficient strategies (e.g., keyword and symbolic systems) that could reduce difficulty and improve comprehension. Recent research emphasizes the benefits of strategy training for EFL learners (Bui & Kong, 2019), showing that guided practice in structured note-taking enhances both comprehension and retention.

Section E: Learning to Take Notes

The data in Table 7 show that the majority of students reported learning how to take notes at **university** (40%), followed by **self-study** (33.3%). A smaller proportion attributed their note-taking learning to **high school** (23.3%), while very few students (3.3%) indicated that they acquired these skills through private programs.

Table 7

Item No.	Evaluation Criteria	High School	University	Private Programs	Self-Study	Total
E.	Where did you learn to take notes?	(07) (23.3%)	(12) (40%)	(01) (3.3%)	(10) (33.3%)	30

This suggests that formal instruction in note-taking at earlier stages (high school) may not have been emphasized enough, leading many students to either acquire these skills later at university or to develop them independently. The relatively high percentage of students reporting self-study highlights a possible gap in systematic training, suggesting that learners often rely on their own strategies rather than receiving formal instruction.

Recent research has emphasized that while students often practice note-taking throughout their academic careers, explicit instruction on effective strategies is rarely integrated into school curricula (Mueller & Oppenheimer, 2014; Morehead et al., 2019). As a result, many learners develop their skills informally or reactively, often in response to the increasing demands of higher education (Biwer et al., 2023). This aligns with the present findings, where a significant proportion of students reported relying on self-study or university level learning to develop note-taking strategies.

Sections F & G: Perceived Benefits of Note-Taking

Table 8 shows students' perceptions of what aspects of language can be improved through note-taking. Half of the respondents (50%) indicated that note-taking enhances handwriting, while 22.2% highlighted its role in listening comprehension. Smaller but notable proportions believed it supports spelling (13.9%) and writing skills (13.9%).

Table 8

Item No.	Evaluation Criteria	Spelling	Handwriting	Listening Comprehension	Writing Skills	Total Responses
F.	What aspects of the language, do you think, can taking-notes help you improve?	(05) (13.9%)	(18) (50%)	(08) (22.2%)	(05) (13.9%)	(36)

Table 9 illustrates students' views on what cognitive skills note-taking helps them acquire. The majority (51.4%) reported that it strengthens their ability to understand rules and principles, followed by concentration skills (25.7%) and vocabulary recall (22.8%). No participants chose the "none" option, indicating that all students perceived at least one cognitive benefit.

Table 9

Item No.	Evaluation Criteria	Vocabulary Recall	Understanding Rules & Principles	Concentration	Other	None	Total Responses
G.	What cognitive skills can taking-notes help you acquire?	(08) (22.8%)	(18) (51.4%)	(09) (25.7%)	(0) (0%)	(0) (0%)	(35)

The findings suggest that students recognize note-taking not only as a record-keeping tool but also as a cognitive strategy that supports deeper learning. The emphasis on handwriting (50%) in Table 8 may reflect the continued reliance on traditional, handwriting notes in many classrooms, even in the digital age. Research shows that handwriting activates motor memory and enhances encoding, which can strengthen retention (Mueller & Oppenheimer, 2014; Morehead et al., 2019).

The link between note-taking and listening comprehension (22.2%) highlights its role in active processing during lectures, consistent with studies showing that note-taking promotes intentional focus and immediate comprehension (Bui et al., 2013).

Table 9 indicates that students particularly value note-taking for developing the ability to grasp rules and principles (51.4%), a skill closely related to conceptual understanding. This aligns with recent findings that effective note-taking fosters generative learning, helping students organize and integrate knowledge (Biwer et al., 2023). Additionally, the recognition of concentration and vocabulary recall reflects earlier research on metacognition, showing that note-taking supports both attentional control and memory development (Rahmani & Sadeghi, 2011).

Section B: No (Non-Note Takers)

Table 10 shows that one student reported not taking notes because they do not know how to do so. None of the students selected lack of interest, reliance on personal strategies, or other reasons. Table 11, however, indicates that both respondents expressed interest in taking notes during lectures.

Table 10

Item No.	Evaluation Criteria	I don't know how	I am not interested	I have my own learning strategies	Other reasons	Total Responses
1.	Why don't you take notes?	(01)	(0)	(01)	(0)	(2)

Table 11

Item No.	Evaluation Criteria	Yes	No	Total Responses
2.	Are you interested in taking notes during lectures?	(02)	(0)	(2)

These findings suggest that non-note-taking in this group is linked to a skill's gap rather than disinterest. Previous research emphasizes that note-taking is not only a record-keeping tool but also a process that enhances comprehension and retention (Piolat et al., 2005). For EFL learners in particular, effective note-taking supports vocabulary development and improves academic listening (Oxford, 1990). Therefore, explicit training in note-taking strategies- such as modeling, guided practice, or the use of structured formats – can help motivated but unskilled learners participate more effectively and benefit linguistically from lectures.

3. 2 The Writing Task

In this writing task, participants were asked to write a short descriptive paragraph about their favourite place, which could be their home, a park, a classroom, or any location they enjoy spending time. The task was designed to elicit spontaneous writing samples that would allow for evaluation across several dimensions of written performance. Specifically, the evaluation focused on the total number of words produced, spelling accuracy (measured by the number of mistakes), handwriting quality (clarity, neatness, and readability), vocabulary recall (number of content words), and an overall assessment of writing skills (rated on a five-point scale: Very Good, Good, Average, Poor, Very Poor).

By including this task, the study sought to complement the self-reported data from the questionnaire with direct evidence of participants' writing abilities. While the primary aim was not to establish causality, the task provides valuable insight into the ways note-taking practices may be reflected in students' writing performance.

1. Total Number of Words: The length of the written paragraphs ranged between 32 and 92 words. The average length was approximately 52 words, suggesting that most participants produced short paragraphs rather than extended descriptions.

2. Spelling Accuracy: Spelling errors ranged from 2 to 12 mistakes per script. The mean number of errors was around 5-6 mistakes per participant. This indicates a relatively high rate of spelling inaccuracy, which may have affected the clarity of participants' writing.

3. Handwriting: Handwriting was generally readable and clear across most scripts. However, neatness varied: several participants' writing was legible but lacked neat presentation, while a few scripts were described as "unclear" or "unreadable". In short, clarity was adequate, but neatness was inconsistent.

4. Vocabulary Recall: The number of content words ranged from 14 to 34 words. The average was approximately 24 content words, which suggests a limited ability to recall and use a wider range of vocabulary in a descriptive context.

The overall majority shows that participants were rated Poor, reflecting weaknesses across several writing dimensions, particularly spelling and vocabulary recall.

Therefore, the results of the Writing Task reveal several important patterns regarding students' written performance and its possible connection to their note-taking practices. It shows that students' overall performance was modest. Paragraphs were short (average 52 words), with frequent spelling errors (5-6 per student), limited vocabulary recall (average 24 content words), and the majority rated as "Poor" These outcomes indicate that note-taking had only a marginal influence on writing proficiency.

Handwriting was generally readable, though neatness varied, reflecting earlier findings that note-taking fosters writing fluency but not legibility (Kiewra, 2020). Vocabulary recall showed individual

variation, supporting research that effective note-taking can aid memory (Biwer et al., 2023), but the relatively low averages suggest limited impact. Similarly, spelling difficulties confirm that note-taking alone does not enhance orthographic accuracy (Morehead et al., 2019).

Overall, the findings suggest that while note-taking may support fluency and vocabulary use, it does not substantially improve spelling, handwriting quality, or overall writing competence. These results align with students' earlier questionnaire responses, confirming that the perceived benefits of note-taking are greater that the measurable outcomes.

4. Conclusion and Recommendations

4.1 Conclusion

This study investigated the role of note-taking in EFL learners' academic performance, focusing on their behavior, perceived benefits, and written outcomes. The findings showed that students generally valued note-taking as a learning tool, particularly for concentration, organization, and vocabulary recall. However, the writing task results revealed that measurable benefits in spelling accuracy, handwriting quality, and overall writing competence were limited.

Taken together, the results suggest that while note-taking supports memory and attentional processes, it cannot alone account for improvements in essential writing skills. These findings highlight the importance of integrating note-taking with other instructional strategies to maximize its benefits.

4.2 Recommendations

Based on the findings of the study, the following recommendations may be suggested:

1. Integrate note taking with focused writing instruction: It is recommended that note taking be integrated with focused writing instruction to enhance its educational value. This is necessary because quantitative results have shown that when note taking is practiced alone, there are only limited gains in measurable writing skills. The goal is for teachers and curriculum designers to develop students' academic literacy through more strategic use of note taking.

2. Provide explicit training in efficient strategies: Explicit training should be provided in more efficient note-taking strategies that go beyond simple sentence-based note-taking (which may increase cognitive load). This training should include techniques such as using keywords and symbolic systems, and the use of modeling, guided practice, or structured formats (such as the Cornell Method) to help motivated but unskilled learners. Addressing this skills gap is important, as not taking notes was found to be linked to a lack of knowledge rather than a lack of interest.

3. Implement note-taking strategies for linguistic sub-skills: Teachers are advised to implement note-taking strategies inside the classroom. This exercise is specifically aimed at strengthening learners' fundamental writing components, including spelling, vocabulary recall, punctuation and handwriting.

4. Explore alternative and digital methods: Recognizing the constantly evolving ways

students take notes, further research is recommended to explore how different note-taking methods, including digital tools, can enhance both linguistic and cognitive outcomes in EFL contexts.

Conflict of Interest:

One of the authors is a member of the editorial board of this journal. To ensure transparency and avoid any potential conflict of interest, the manuscript was handled independently by the Editor-in-Chief, and the author-editor had no involvement in the peer-review process or editorial decision-making. The other author declare that they have no conflict of interest.

Declaration of AI Use

The authors declare that they used AI tools (e.g., ChatGPT) solely for language editing, paraphrasing and linguistic assistance. The authors also confirm that no AI tools were used for data collection, analysis, discussion, or conclusions.

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تقييم ممارسة تدوين الملاحظات وأثرها على مهارات الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية بجامعة مصراتة

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ملخص البحث:

تهدف هذه الدراسة إلى استكشاف دور تدوين الملاحظات في تعزيز التعلم لدى طلاب الجامعات من متعلمي اللغة الإنجليزية كلغة أجنبية (EFL) وفعاليته في تعزيز المشاركة المعرفية. تم جمع البيانات من خلال استبيان ومهمة كتابية لتقييم دقة الإملاء، وجودة الخط، واسترجاع المفردات، وجودة الكتابة العامة. استخدمت الدراسة تصميمًا مختلطًا يجمع بين الأساليب الكمية (الاستبيان المنظم والتسجيل) والأساليب النوعية (تقييم مهام الكتابة) لتقديم فهم شامل لكيفية تأثير استراتيجيات تدوين الملاحظات على مهارات الكتابة. أظهرت النتائج أن الطلاب يعتبرون تدوين الملاحظات استراتيجية فعالة لتحسين التركيز والتنظيم والاحتفاظ بالمفردات. ومع ذلك، أشارت النتائج الكمية إلى مكاسب محدودة في المهارات الكتابية القابلة للقياس. وتشير النتائج إلى أن تدوين الملاحظات يدعم بشكل أساسي الانخراط المعرفي والفهم، بدلاً من تحسين المهارات اللغوية بشكل مباشر. لذلك، يُوصى بدمج تدوين الملاحظات مع تعليم كتابي مركز لتعزيز قيمته التربوية. تقدم الدراسة رؤى مفيدة للمعلمين ومصممي المناهج في مجال اللغة الإنجليزية كلغة أجنبية، بهدف تطوير مهارات الطلاب الأكاديمية من خلال الاستخدام الاستراتيجي لتدوين الملاحظات.

الكلمات المفتاحية :تدوين الملاحظات، متعلمو اللغة الإنجليزية كلغة أجنبية، الأداء الكتابي، المهارات الأكاديمية