Assessing Note-Taking
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Abstract

An important area for listening instruction on the tertiary level is academic listening, and note-taking is generally viewed as an important macroskill to teach (Flowerdew 1994; Rost, 2002). One challenge in classroom assessment of note-taking skills is that the skills are a means as well as an end to good listening: students’ performance could be evaluated either by the notes they take or the information they reconstruct with their notes. The challenge is further compounded by the variety of testing techniques, each of which has some limitation either in test validity or task authenticity, and the scoring scheme, which may be a reliability concern.

In view of the many decisions an instructor must make in assessing students’ achievement in note-taking, this study intends to investigate what is considered appropriate assessment based on literature and students’ response. It begins by exploring probable ways of assessing the skills, and their advantages and disadvantages in terms of validity, practicality, and positive washback effect. It continues by analyzing and reporting students’ responses to questionnaire questions concerning (1) the difficulties they have had in performing the note reformulation tasks, oral and written, and (2) what assessment methods they consider preferable and appropriate to evaluate their efforts and skills in note-taking. Finally, limitations and recommendations are discussed.

Key Words: listening, note-taking, assessment, EAP

Introduction

As more and more local university lecturers in different disciplines are beginning to give their lectures in English, and as more and more EFL students expect their classes to be conducted entirely in English, it is found that even advanced L2 learners have noticeable difficulties in university lecture settings (Mason, 1994). In a pre-course need analysis that this researcher did with a group of forty sophomore English majors, all but three indicated that they considered note-taking useful, but all described some difficulties in note-taking.

Indeed in the teaching of English for Academic Purpose, note-taking is considered an important macroskill in lecture-listening comprehension process, and a popular and useful form of selective listening (Flowerdew, 1994; Rost 2002). The need for the learning and teaching of note-taking is also reflected in textbook writers’ either writing a listening textbook especially addressing note-taking (e.g. Contemporary Topics: Advanced Listening Comprehension by Beglar & Murray,
1993), or including note-taking as an important component in the textbooks (e.g. *quest: Listening and Speaking in the Academic World*, by Hartmann and Blass, 2000). Although the importance of note-taking skills is recognized, research discussing the assessment of note-taking is limited and sometimes more theoretical than practical (e.g. Brindley and Ross, 1994).

For an instructor who has note-taking skills as an objective in an advanced college level EFL listening course, neither research nor textbooks in listening instruction provides enough information on how to assess students’ learning in note-taking skills, especially if the context of the assessment is an achievement test at the end of a term. By convention the instructor may give a listening comprehension test with multiple choices or blank-filling. This may be convenient and efficient. But does it lead to positive and beneficial backwash effect? Are there other ways to assess students’ learning? And especially, when non-conventional methods are used, do students perceive them as fair or not fair? These are the questions that guided this study.

**Literature Review**

Are notes useful

The research on note-taking in L2 is handful (Flowerdew, 1994). Some studies investigating the relationship between note-taking (as opposed to no note-taking) and listening comprehension resulted in no significant relationship between the two (Dunkel, 1988; Hale & Courtney, 1994; Chaudron, Loschky and Cook, 1994). However, these studies shared the common design that there is short-term delay of time in between listening and test, and the test techniques are often multiple-choice or cloze. In such a context short-term memory may play a more important role in listening comprehension than note-taking. This is not a context the same with what this study intends to investigate.

In contrast, note-taking research in L1 generally concluded that taking notes is more effective than just listening to the teacher (Palmatier and Bennett, 1974). For example, Jacobsen (1989) found a strong positive correlation between the number of critical lecture points that high school students had in their notes and their scores on a subsequent achievement test on lecture.

Taking notes and using notes

According to Chaudron, Loschky and Cook’s review (1994), the two assumptions that distinguish the considerable amount of research on note-taking in first language educational research are: first, note-taking aids the encoding process, and second, note-taking provides an external storage of information. These two
assumptions imply that a note-taker should be able to perform successfully both of the two tasks of taking notes and using notes. Therefore, it is reasonable that in assessing students’ learning on this skill, an instructor does both note-taking and note-using, each of which is problematic in its own way. The problem with evaluating note taking mainly has to do with what is a good scoring scheme, and to what extent it is practical. As to valuating note-using, other than a good scoring scheme and practicality, there are issues such as when and to what extent the students will need their notes in the assessment, and to what extent other skills are required to complete the task. For example, the assessment of note-using may range from a test of a set of true-false questions immediately after listening to reconstructing one of the lectures listened to during the term in the form of a speech to the entire class at the end of the term. The decisions that the instructor has to make are many, and those decisions are not easy ones to make.

Evaluating note-taking
Diagnostic function and beneficial backwash effect. With more and more students whose study strategies mainly involve marking texts and doing multiple-choice work sheets, the new habit of taking lecture notes, especially organized lecture notes, is not easy to form. In order to avoid resistance and non-cooperation, it is important that the instructor communicate to the students the usefulness of the task.

The obvious benefits of evaluating all notes that students take during the whole term are its diagnostic function and positive backwash effect. Each time the notes of a lecture are evaluated, it is an opportunity for both the instructor and the students to find out where there is a point missing or misunderstood. In addition, evaluating notes encourages students to be more focused and active in listening during class activities. It also gives students the feeling that their efforts and participation are recognized, and that the class work will be useful in the future, at least for the purpose of grading. For these benefits, all notes should be evaluated. It is imperative that for it to be done properly, on the onset of the term the instructor makes sure that all students understand and agree that each time they listen to a lecture in class, they are required to take notes, and the notes will be evaluated.

An instructor may also decide to only evaluate the notes taken for a new lecture at the end-of-term achievement test. This may simplify the evaluation procedure considerably therefore seems more practical. But this may also reduce the beneficial backwash effect considerably. Moreover, when note-using is assessed immediately after note-taking, students may attempt to take advantage of their short-term memory instead of their notes to complete the task. Such attempts, when successful, would decrease the usefulness of the assessment.
Notes as personal. The challenges of evaluating notes seem quite a few. A first is that some textbook or self-help book writers for study strategies maintain that notes as well as note-taking process are individualistic and personal (e.g. Devine and Meagher, 1989; Palmer, 1996). What this implies is that there is little point evaluating notes since every student listening to the same lecture may write down very different notes. Nevertheless, there could be a compromise. For example, students are allowed to make their notes as personal and individualistic as they wish (e.g. writing a personal remark on the margin), but at the same time they are required to note down all main points and details important in the lecture. Similarly, the instructor may specify other kinds of requirements depending on the focus of the lesson; the organizing pattern of the lecture is an example for such a situation.

Note-taking systems. A related issue which may or may not become a problem is the note-taking systems the instructor chooses to teach and the ones that students are used to using. There are a few note-taking systems that speakers of English are familiar with. They are: concept versus fact method, outline method, précis, mapping, and the Cornell system (reduced column and record column) (Brownell, 1996). In case for a lecture more than one system is applicable, the instructor has to decide whether only one or all can be used. But in listening textbooks for L2 learners, more often than not it is the outline system that is introduced.

A scheme to assess quality of the notes. Another challenge on assessing note-taking is on the way how the quality of the notes is evaluated. A general concern is on the reliability of scoring (Hughes, 2003). However, in view of its beneficial backwash effect, it is worth doing, especially when there is a workable scheme of scoring. In the following, a list of measures of quantity and quality of notes is summarized by Chaudron, Loschky and Cook (1994, p. 81).

Quantity
1. Total words
2. Total information units

Quality
3. Efficiency or Density (Ratio of information units or ideas to total words, verbatim versus telegraphic or abbreviated forms)
4. Completeness (Ratio of total information units or ideas in notes to main information units or ideas in text)
5. Test answerability (Number of information units or ideas pertinent to test items)
6. Level of information (Number and proportion of high order information relative to low order from text)

7. Organizational features (outlining, diagrams, symbols, numbering, evidence of examples, titles)

In their analyses of note-taking quality, Chaudron, Loschky and Cook (1994) employed a system of measures: title (provision of lecture title), numbering (numbers of letters indicating a list), outline (use of hierarchical outlining), examples (provision of signaled examples), verbatim (evidence of transcription, completeness), diagrams (provision of sketches, figures, maps), symbols (provision of arrows, boxes, etc.), abbreviations (provision of abbreviated words), and words (all units not numbers, symbols or diagrams). They found that these measures were highly inter-correlated among themselves. A factor analysis was further conducted to identify three factors: quantity and organizational factor (total words, outline, abbreviations, and symbols), representational simplicity (diagrams, lists), and elaborateness (verbatim).

The review and results of their study indicate that to assess the quality of notes, two dimensions of quality are of equal importance: the content of the lecture, and the note-taking technique (outline, diagram, symbol, and abbreviation). To assess the quality on the content dimension, a reasonable measure is ratio of total information/idea units noted to total information/idea units in the lecture. To assess the quality on the technique dimension, holistic scoring seems practical since it has the advantage of being very rapid. In the scoring process, the instructor first decides for a particular lecture what not-taking techniques are applicable, and then scores the notes based on the impression on the extent to which the required techniques are presented. The scoring of the content and the techniques should be of equal weight, and in case that the notes are too sketchy (no verbatim), points can be deducted.

To summarize, the benefits of evaluating notes can be tremendous, but at the same time the task can overburden the instructor. If an instructor still intends to evaluate notes and would only do it once (at the end of the term when students are given a new lecture to listen to and take notes), the workload reduces. Nevertheless, this decision may affect students’ motivation in taking good notes while doing exercises, which is a harmful backwash effect that the instructor should avoid. Additionally, a valid and workable method to assess students’ performance with note-taking is to look at both content (ratio of units noted to total units) and technique (holistic scoring).

Evaluating note-using
Beneficial backwash effect. Note-taking skill is a means to an end. Assessing how able students are in making good use of their notes by asking them to demonstrate
what they have learned from an academic lecture ultimately is the best way for the instructor to estimate their gain. The students with first hand experience in a test using notes know better where in their listening process and what about their note-taking there could be a problem. The backwash effect of testing note-using should be positive.

Issues involving validity. The problem with a test using notes is its potential risk of validity. As part of listening assessment, the test should involve tasks employing as little as possible other language skills such as speaking or writing so as not to violate its construct validity. To fulfill that requirement of good assessment, the evaluation of note-using can be a test of a set of true-false or multiple-choice questions. But when washback effect and task authenticity are taken into consideration, a different kind of test that involves other skills is more often favored. For example, students are asked to reconstruct a lecture in the form of a speech or an essay. In this conflict of construct validity and beneficial backwash effect, it is advisable to adopt the view that testers should use authentic tasks and communicative tests (Buck, 2001). Especially, integrative test is becoming a trend; the New TOEFL is such an example. Moreover, in the context of a low risk achievement test for English majors, for whom production skill training occurs on a daily basis, validity should not be a central concern of priority. The real issue is how fair students consider such tests are. As long as students do not consider the technique or task as unfair, the technique and task can be used.

Techniques and tasks. Two activities on note-reformulation described in a case study of academic listening by Flowerdew (2005) can also be serve as methods for note-using evaluation. For the speaking one, the students were asked to use their own notes to give a short talk about the lecture that they just listened. For the writing one, they are asked to use their own notes to write a 200-word essay on the same lecture. Both are authentic use of notes in an academic context, applicable in courses such as public speaking and writing.

Scoring the speeches and the essays. The assessment should include both the information recorded (ratio of idea units presented to total units) and other things pertinent to speech making and writing, for example, organization and transition. If an instructor is more used to analytic scoring, it is advisable that a scoring scheme that is well-established and already familiar to be used.

The Current Study

Participants
Participants were twenty-eight sophomore English majors (6 males, 22 females) in two intermediate listening classes.

Pre-course agreement

In the first meeting of the first semester, the instructor explained to the students the objectives of the course, one of which being note-taking and using. Discussions on classroom activities, assignments and grading were conducted. Students voted and decided that all notes would be evaluated, and there would be two finals, one spoken and one written, on note-using.

Materials

*Contemporary Topics: Advanced Listening Comprehension* (Beglar & Murray, 1993). The lectures listened to included topics in cultural anthropology, linguistics, psychology, media studies, education, and history.

For a discussion of how this material fits into a pedagogical model for listening at six dimensions of individualization, cross-cultural aspect, social features, contextualized dimension, affective factors, strategic aspects, intertextuality, and critical discourse features, please see Flowerdew and Miller (2005), from page 111 to 114.

Activities

Students were required to preview the lessons before class. In each meeting about 20 minutes were reserved for this activity. The instruction began with a very brief preview of the note-taking tip introduced in the lesson. Six of these tips were introduced in the semester: identify main ideas, use signal words, note and explain key words, create topic headings and indent subtopics, note supporting ideas, and make columns to note dates and numbers.

The instruction continued by students’ one-time listening and note-taking of one lecture, which is usually about nine minutes in length. Then time was given for discussion of questions and comparing notes with partners. The instructor then collected the notes for checking.

The notes were given back to students the next week for second time listening. Time was again given for discussion and comparing notes. The instructor collected and checked the notes again. The notes were returned to students in the third week.

After the speaking and writing finals, all notes from each student were collected again for evaluation.

Pre-final survey

Before finals a class discussion was conducted to get consensus on the tasks of
the speaking and writing finals. Students’ initial decision was to have a speaking final in the form of a public speech; the test-takers would in turn make a speech in front of all other students. But later the instructor was approached in private by some students who expressed their high anxiety in performing such a task. A question concerning tasks in the test was therefore tagged to a survey questionnaire on topics for test to get more information.

In the questionnaire, students were asked to respond to 5-point Likert type scales and open-ended questions to find out first, what were the two appropriate topics for them to reconstruct the lectures with. For the format, instructions, and examples of the questions for this survey, please see Appendix I.

The results showed that there were two topics of similar interest level (high), difficulty level (moderate), usefulness level (high), and quality of notes level (moderate). The two were Dyslexia (reconstruction in speaking) and Phobia (reconstruction in writing). For the format and instructions of the tests, please see Appendix II.

In the questionnaire the item concerning the task of the finals asked students their opinions of the advantages and disadvantages of different tasks (Appendix I). Also asked was the question “Which will be the best (most fair) method for Final I? (A combination, maybe?)” Students’ responses showed that excluding the four no-response to this question, all (25) but four (one speaking test only, one writing test only, and one new passage only) preferred a combination of old notes (12 votes) and at least one final (speaking, 7; writing, 5) to be included in the grading. A surprising result was that eleven voted to listen to new lecture for the finals. This result, though a favorite of the students, was not taken into consideration by the instructor because first, for the new passage option, the question did not specify whether it was for the speaking test or writing test. More importantly, the reasons for which the students preferred new passage were not good reasons. They wrote: “I don’t have to prepare for it,” “I did not take good notes during the semester,” “curiosity” or “I want to see how it is like.” These are not good reasons.

To conclude, for the final of note-using, both speaking test and writing test were given, with students using their old notes. The topics for the two tests were not disclosed until the test time. For instructions of the two tests, please see Appendix II.

Post-final Survey

In order to make plans for the next semester, for which note-taking instruction would be continued, another survey was done. Since the students had already had experience of all three kinds of assessment of note-taking and using, they were more able to make choice of assessment tasks and explain why.
The questionnaires were given to students as soon as they finished the two tests. In the questionnaire both one to nine-point scales and open-ended questions were used. Questions included (1) About the oral test: How difficult was it? Why? How useful (as practice) was it? Why? and (2) About the written test: How difficult was it? Why? How useful (as practice) was it? Why? (Please see Appendix III.)

Students’ (6 males, 19 females, 25 in total) response to the question “About the oral test: How difficult was it?” was neutral (Mean: 5.92, Range: 3-8). Their response to “How useful (as practice) was it?” was “quite useful” (Mean: 7.24, Range: 5-9). The reasons why it was difficult included: I stutter, I do not know how to make transitions, no time to think, I cannot think fast enough, I was nervous, my notes for that lecture were poor, I am not fluent in speaking, I was not fluent because I wanted to avoid errors, I forgot what to say, my notes were sketchy, I was nervous because of my poor pronunciation, I was not prepared, and I cannot concentrate. The reasons why it was not so difficult included: I am good at speaking, I have my notes to assist me, and I prepared.

The reasons why the speaking test is useful included: I hardly ever have had any chance speaking on such a formal topic, it can train my speaking ability, it can train my ability to organize thoughts and ideas, it can train me to think fast, it can train me to express myself or to describe things, it trains me to respond quickly, it will prepare me for public speaking, I can understand and remember the notes better, it can train me to speak in an organized fashion, I can digest the information better, I can make sure that I really understand the lecture, I am poor at speaking and it can help me to train myself, it trains presentation skills, and it makes me study my own notes.

Students’ response to the question “About the written test: How difficult was it?” was “not so difficult” (Mean: 4.16, Range: 1-8). Their response to “How useful (as practice) was it?” was “quite useful” (Mean: 6.24, Range: 3-9). The reasons why it was difficult included: I am not good at organizing ideas, I don’t like the topic, and I don’t like to follow an outline to write. The reasons why it was not so difficult included: it was easier than writing a composition because I only needed to organize the ideas, I had more time to think, I prepared, I have practiced using outline to write compositions before, I was less nervous, I have my notes, I am good at writing, it is a familiar process, and I don’t have to think fast. The reasons why the writing test is useful included: I can learn how to organize ideas, it is a useful skill for writing reports, it trains my writing ability, it trains my to organize my ideas and write them down fast, and I review my notes before all my tests anyway. The reasons why the writing test is not so useful included: it takes too much time, and I have done similar things in writing class.

When asked how they wanted the grading of note-taking to be for the next
semester, students’ number one choice was all notes taken during the semester (23 students). Second was speaking test (a speech) on one of the old topics (18), third was notes on a new lecture (17), and on fourth place was writing test (a report) on one of the old topics (15), and speaking test (question and answer) on a new topic. It seems that students believe that their effort during the term (all notes) ought to be recognized, that they prefer speaking tests, and that they like to practice using their notes.

To sum up, from students’ point of view neither tests are very difficult, with the speaking test somewhat more difficult. They think both kinds of practice are useful, especially the speaking one. They prefer doing speaking tests. And they would like the notes they take during the term to be evaluated.

Conclusion and Discussion
Students have a clear sense of what fairness is
Students have consistently request that their notes during note-taking practice be evaluated. They would like their effort to be recognized; they consider it important part of achievement. They also want tests on reconstructing of information because they would like to find out how good they are in using their notes. They especially prefer speaking test, since they need to train themselves on speaking and presentation skills. It seems students have a clear sense of what fairness is in assessing note-taking skills; they understand that both effort and performance count, and they would rather compromise test validity with activities and tasks that they feel they need.

The assessment is labor intensive and time consuming
With the notes, speeches and compositions, the instructor must be prepared to spend a lot of time doing grading.

There is more to be done
This study is about one instructor’s trail run in a listening class. Other teachers’ input will be necessary to make the assessment more mature. Besides, projects such as validating the different evaluation methods used in this study should begin. For example, finding the correlations among notes and tests, their weekly listening quizzes on other materials, another final in the form of a conventional listening comprehension test.

Cases of inventing material while reconstructing the information
From listening to students’ speeches and reading their compositions, an interesting phenomenon was found: students invented materials in their speeches and compositions albeit they were allowed to compare and discuss their notes with others.
It may be interesting to investigate more on this phenomenon and find out what happens in the process.

Students must be given the opportunity to try to reconstruct the information

After the finals, a student who is exceptionally good in language proficiency but who was not very good with his lecture notes approached me and expressed that finally he understood what our class activities on note-taking was about. He expressed that he had never truly felt that note-taking was necessary, being a good student earning high scores and being able to get by without taking notes almost all the time. He made his feelings known to his classmates and subsequently we had a discussion on the meaning and purpose of the training of note-taking, and their hands-on experience of the speaking and the writing tests. The lesson of this anecdote to me is that first, although students expressed their desire to have more training in note-taking, and although I believed I had communicated with the students from the very beginning and also along the way what the activities were for and about, they were not entirely convinced that the training could be either useful or effective until they were engaged in a test-like situation where they were required to reconstruct information based on their notes.

As Underhill (1987) aptly reflected: “Tests are not inherently good or bad, valid or invalid; they become so when they are applied to a particular situation. You cannot say how good a hand-tool is unless you know exactly what it is used for; similarly, you can only evaluate a test in a specific context.” Such is this case of assessing note-taking in an advanced EFL listening class.

References


Rost, M. (2002). Teaching and researching listening. London: Pearson Education.

Appendix I

Intermediate Listening
Pre-Final I Survey, Fall 2005
Class: _____  Name: _______________

Dear Participants,

We will have our Final I on note-taking very soon. In order to help me make a better test, as well as help you to prepare for the test, I need you to help me make a few decisions. You may respond in either Chinese or English.

The topics and the skills we have studies this semester are listed below.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What’s in a Name?</td>
<td>Cultural Anthropology</td>
</tr>
<tr>
<td>2</td>
<td>English: A Global Language?</td>
<td>Linguistics</td>
</tr>
<tr>
<td>3</td>
<td>High Anxiety: Phobias</td>
<td>Psychology</td>
</tr>
<tr>
<td>4</td>
<td>TV: What We Watch</td>
<td>Media Studies</td>
</tr>
<tr>
<td>5</td>
<td>Learning Differently</td>
<td>Education</td>
</tr>
<tr>
<td>6</td>
<td>Immigration: Bound for the United States</td>
<td>History</td>
</tr>
</tbody>
</table>

Please try to recall what you did and felt while you listened to the lectures and took notes, and use your textbook as well as your notes as references, to respond to the questions.

Overall, how interesting is each unit?
1: not at all 3: neutral 5:very

<table>
<thead>
<tr>
<th>Unit</th>
<th>How interesting is this unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 What’s in a Name?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2 English: A Global Language?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3 High Anxiety: Phobias</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
Which one is the most interesting? Why?
Which one is the least interesting? Why?
Overall, how useful is each unit?
1: not at all  3: neutral  5:very

<table>
<thead>
<tr>
<th>Unit</th>
<th>How useful is this unit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  What’s in a Name?</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>2  English: A Global Language?</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>3  High Anxiety: Phobias</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>4  TV: What We Watch</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>5  Learning Differently</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>6  Immigration: Bound for the United States</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

Which one is the most useful? Why?
Which one is the least useful? Why?
Also, we have decided that three different ways will be used to evaluate your learning: the notes, the oral test, and the written test. Actually, there is one more possibility: I give you a new passage to listen to and take notes. In your own case, what are the advantages and disadvantages of these four evaluation methods? Why? Which do you think is the most fair? Why?

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
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<tbody>
<tr>
<td>Notes</td>
<td>(more space in each cell)</td>
</tr>
<tr>
<td>Oral test</td>
<td></td>
</tr>
<tr>
<td>Written test</td>
<td></td>
</tr>
<tr>
<td>New Passage</td>
<td></td>
</tr>
</tbody>
</table>
Appendix II
Intermediate Listening           Fall 2005
Final I                        Class: _____ Name: ______________

Part I.
Instructions:
Please imagine the following. A few weeks ago the professor in one of the education courses that you are taking gave a lecture on dyslexia. John and Jane, who are also taking the course, happened to miss that lecture. Upon their request, for the purpose of helping them prepare for the final exam, you have agreed to record on tape what the lecture was about, using your own notes as reference. Since John and Jane are your friends, you would like to make the recording as easy to follow as possible. Besides, the content of the lecture had better be complete and easy to comprehend.

When you begin the recording, please say into the recorder: “Hi, this is _____ (your name). I am going to tell you what I know about dyslexia.” When you finish, please say: “Well, that’s about all I know about this lecture. Good-buy and good luck with your final.”

Finally, sign this sheet here: __________________, and hand in your tape with it.

Intermediate Listening           Fall 2005
Final I                        Class: _____ Name: ______________

Part II.
Instructions:
Please imagine the following. You are taking a psychology course and one course requirement is for you to attend a lecture (any lecture) on psychology and write a report about it. A few weeks ago you went to a lecture on phobias, and you have decided to write the report on that. Since the report is due in two days, you would like to get it done today. Because the professor is known to be demanding about students’ reports, especially the writing, the content of the report had be complete and organized.

Please remember to put your name, class, and student number on top of the report.

Also, please sign here __________, and hand in the sheet along with the report.
Appendix III

Intermediate Listening
Post-Final Survey
Class: __________  Name: ____________________

1. About the oral test
   How **difficult** was it?  1  2    3    4  5   6    7 8  9
   not difficult           very difficult
   Why?
   (more space)
   How **useful** was it?    1   2     3     4  5   6     7  8  9
   not useful                very useful
   Why?
   (more space)

2. About the written test
   How **difficult** was it?    1  2    3    4  5   6    7 8  9
   not difficult           very difficult
   Why?
   (more space)
   How **useful** was it?    1   2     3     4  5   6     7  8  9
   not useful                very useful
   Why?
   (more space)

Also, what is a **fair** way to evaluate your learning (of note-taking)? Since we will be doing the same thing next semester, what would you like to be included in the evaluation? (* rank order: 1-8; 1, most important to include; 8, least important)

<table>
<thead>
<tr>
<th>Yes. Include</th>
<th>Why</th>
<th>Rank Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td>(more space in each cell)</td>
<td></td>
</tr>
<tr>
<td>Oral test on notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written test on notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral test on new passage (question and answer)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral test on</td>
<td></td>
<td></td>
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<td>new passage (a speech)</td>
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<td>Written test on new passage (question and answer)</td>
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<td>Written test on new passage (a report)</td>
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