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Option: Linguistics

The Impact of Note Taking on Listening Competence

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Fulfillment of the Requirements for the Degree of Master in Anglophone Language, Literature,
and Civilization.**

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DEDICATION

I dedicate this research work to my subject teacher who never failed to teach and guide me, to my family who supports me in everything, to my friends who helped me finish this project.

To my precious father who always strengthens my will.

To my encouraging and faithful mother

To my supportive husband

To my helpful supervisor for her help and guidance

To my lovely sister

To my lovely brother

To my sweet angel, my little bee, my sweet daughter Narimane

To all my family.

To all my best friends.

To all my teachers.

To all those who care for me.

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ABSTRACT

The present research aims at showing the importance of note taking strategies to foreign language learners' listening competence. It investigates the relationship between the two variables and try to raise learner's awareness of the importance of taking notes during lectures. To achieve aims, utilized two methods for data collection. First, a questionnaire was administered to first year students in order to see their views about the use of note taking during listening to a lecture, and mainly if effective note taking reflects effective listening competence or not. It has been conducted with first year LMD students at Guelma University, Department of English. Data were also collected through a teachers' questionnaire to see their perspectives toward the impact of note taking on listening competence. The purpose behind the questionnaire was to know the perceptions of oral expression teachers at English department and to consider their propositions and suggestions about dealing with the problems that halt the flow of students' listening competence. On the one hand, the analysis of teachers 'questionnaire reveals that teachers are aware of the importance of the note taking strategy since they have integrated it in the syllabus. On the other hand, the analysis of students' questionnaire shows their awareness of the importance of taking notes in enhancing their level as well as making them competent listeners.

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General Introduction

1. Statement of the Problem

Note taking plays a fundamental role in the process of learning a foreign language. It is considered as part of practice in writing, since it helps learners to capture information and build up a fixed external memory in a form that can be reviewed to avoid forgetting things. Note taking is regarded as a storage method and a rapid reflexive transcription of information using various techniques, for instance: shortened words and symbols to record information as to have a memory aid. Furthermore, note taking is a crucial tool in the process of information transmission because it provides the opportunity to gather information from lectures where should be memorized in order to be useful later.

Note taking is an effective storage method that may help learners who suffer from forgetting things because they cannot listen again to what is already said. It can also act as a tool for gaining time since it allows information to be coded and easily reviewed for exams because of the rapidness of process of note taking, learners instinctively create methods to capture the content of lessons through the use of abbreviations, diagrams, maps and graphs without focusing on the illustrations. In other words they will take only what is important. Teachers are also responsible for highlighting the importance of pinpointing crucial ideas. In addition, note taking acts as a part of memorization process, it requires the precise attention on the access, understanding and coding of the information while listening to a lecture. Moreover, it obliges students to be attentive.

One of the prominent obstacles that face students is the lack of appropriate note taking methods that students can follow. This issue has gained a steady increase of researchers' interest as well as teachers' problems in teaching its strategies.

To teach note taking is to make learners master how to extract information from a lecture, sort and classify them adequately. This leads to variation in spelling, syntax and the quality of

information. The difficulties that students face while listening to a lecture inspired the present research to shed light and investigate the importance of using note taking strategy, in addition to the link between note-taking and listening competence.

2. Aims of the Study

The researchers' goal is to shed light on the importance of note taking as well as its effect on listening competence for better understanding. After reviewing the literature, the researcher realized that it is beneficial to investigate the issue of note taking in the Algerian context as a fundamental tool that may lead to better comprehension. Note taking is used to capture information to be revised and reviewed easily. So, it is crucial to conduct a study to search for note taking methods, and its effectiveness.

At the same time, teachers are also responsible for presenting note taking strategies to learners to avoid repeating the lecture, besides to developing learners' listening competence. As a result, it is important to conduct a research about the impact of note taking on learners' listening competence to find out how they take notes and how teachers encourage them to pinpoint important ideas.

3. Research questions:

In this dissertation, we will attempt to answer two questions:

1. Does effective note taking reflect effective listening competence?
2. What are teachers' perspectives toward the impact of note taking on listening competence?

4. Methodology

In order to answer the research questions of the present study, two research methods were used to provide data for it: 1) students' questionnaire, 2) teachers' questionnaire. These two research methods of data collection constitute of two phases in the design of the study. In

the first phase, the researcher administered a questionnaire for students, and then analyzed the various answers of learners. Whereas, in the second phase she administered a questionnaire for teachers to know their perspectives and methods of teaching note taking.

5. Significance of the Study

The present study examines teachers' perspectives about the impact of note taking strategies on listening competence for EFL learners. The basic question of the study is to find out if there is any relationship between the students' listening competence and their note taking strategy. Note taking is considered as a complex activity between understanding and producing notes. In addition to the difficulty of listening and writing at the same time, knowing what is the most important and writing it in a fast way. The importance of studying this issue can be apparent in actual classroom context. Thus the present research is significant as it helps to:

1. Increase learners' awareness of the importance of note taking in enhancing listening competence.
2. Raise teachers' consciousness about their role in teaching note taking methods and encouraging their students to use them.

6. Structure of the Dissertation

The dissertation is divided into three chapters in addition to a general introduction and a general conclusion. A general introduction contains the statement of the problem, the aims of the study, the research questions, the methodology, the significance of the study, and the structure of the dissertation.

Chapter one gives a general overview about listening competence. It starts by the definition of the term competence, and then it highlights the difference between competence and competency. As well as, it includes the definition of listening competence. Finally, it

demonstrates some theorists' views about it, and concludes with showing the importance of listening competence.

Chapter two starts with the definition of the term "note taking", then it's different methods, its importance and its role in enhancing learners' listening competence. Also, it highlights the effectiveness of notes for a better understanding of the lectures. Chapter three provides a description of both students' and teachers' questionnaires to know their views and perceptions about note taking strategy, and to offer some suggestions to EFL teachers of how they can teach note-taking. A general conclusion sums up the study.

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Introduction

This chapter introduces an overview on listening skill. It starts by providing its definition, its types, and its importance mainly in foreign and second language learning. Then it defines listening competence besides the problems related to different factors. Finally we discuss the importance of listening competence to education as well as to daily life.

1.1 Definition of Competence

The term “Competence” has been given different definitions among researchers. It is to be adequate and to acquaint enough knowledge; it alludes to a person’s know-how or skill. It is also a term that describes the capacity of someone to be qualified and competent to do a job properly. The term has first appeared in an article authored by R.W.White in 1959 as a concept for performance motivation.

It was also introduced by White (1959) as a term that describes personality-characteristics associated with high performance and motivation. Norris (1991) stated that “as tacit understandings of the word [competence] have been overtaken by the need to define and to operationalize concepts, the practical has become shrouded in theoretical confusion and the apparently simple has become profoundly complicated” (332). Competence implies a mixture of training, experience and skills mastered by an individual to use them in order to perform a certain task successfully.

1.2 The Difference between Competence and Competency

The terms competence and competency often cause confusion among learners because they are interrelated and almost have a similar or meanings within dictionaries. However, they are used in different contexts; competence refers to a person’s ability or knowledge to perform a task, while competency is the characterization of the way things have to be done and at what level; it is the alliance of observable and measurable knowledge and personal attributes that contribute to the progress of one’s performance.

Furthermore, competence refers to what people have to do to achieve results. Whereas, competency is concerned with how people do something besides to what people have to achieve to perform well.

1.3.1 Definition of Listening

The first communicative skill we engage in when we are born is listening since it is an integral part of effective communication. It is how we learn and understand language. Good listening helps people explore their thoughts and feelings. It plays the most important role in communication in real life in comparison to the other skills.

Morley (1999) argued that listening is much more used than other skills in our real life; we listen twice as much as we speak, four times as much as we read, and five times as much as we write. However, we consider listening as non important to be taught and we ignore our performance as listeners. Listening is a crucial part of the communicative process, where persons take the roles of speaker and listener using verbal and non verbal components.

Listening should be a major area of concern to teachers and students of second and foreign languages because they are involved in many listening situations exactly 65% of the time. Rebecca (1993) claimed that listening is crucial among the four skills. However, it is ignored by Second language teachers. So, it needs a mental capacity for understanding and participating in the world around us.

Listening is vital to receive message effectively. It blends hearing what another person says and be actively involved with him, so as to create a combination of a sender, a receiver and a message since learners spend all the school day listening to lectures and grasping knowledge and important items. Rost (1994) quoted: “ listening is considered to be a part of oracy, a capacity to formulate thought verbally and to communicate with others, so it is the skill that underlines all verbal communication”(7).

Listening is a primary skill to learn new information; it is the process of receiving, interpreting, recalling, evaluating and responding to verbal and non verbal messages. Rost (1994) announced that listening is fundamental in foreign language learning because it

provides input for the learner who has to understand it in order to speak and interact with the teacher (141-142). According to Nunan (2001): "listening is composed of 6 stages that are hearing, attending, understanding, remembering, evaluating, responding that occur in rapid succession" (23). It is a psychological phenomenon which happens on a cognitive level inside people's heads, a social phenomenon when people interact in the surrounding environment. It is a complex procedure that includes understanding in order to be taught. (Bueno, Madrid, McLaren, 2006).

Listening to second and foreign language lecture can be difficult for learners facing it for the first time, they have to understand the accent, pronunciation, grammar, vocabulary and grasp the meaning altered. Rost (1994) draws a particular list of components dealing with this skill:

- Discriminating between sounds.
- Recognizing words.
- Identifying stressed words and grouping of words.
- Identifying the functions (such as apologizing) in conversation
- Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non linguistic cues (gestures and relevant objects in the situation) in order to construct meaning.
- Using background knowledge and context to predict and then to confirm meaning.
- Recalling important words, topics, and ideas.
- Giving appropriate feedback to the speaker.
- Reformulate what the speaker has said.

1.3.2 The Difference between Listening and Hearing

It is important to shed light on the difference between listening and hearing since people in general and learners, in particular confuse them and use them interchangeably. Hearing is a physical and passive act that involves the process and function of perceiving sounds, however; listening is hearing sounds with deliberate intention.

Stephen & Lucas (1998) stated that : “hearing Involves the vibration of sound wave on our eardrums and the firing of electrochemical impulses from the inner ear to the central auditory system of the brain, but listening involves paying attention to, and making sense of, what we hear”(56). So, the listening process is guided by intention while hearing occurs when our ears pick up sound waves from a speaker. The latter is a passive process and a mere physical function that concerns receiving sounds, and involves three interconnected stages: reception of sound waves, perception of sound in the brain, and auditory association (Brownell, 2006). In contrast, listening is an active process of hearing sounds with intention to infer meaning, and make sense of the passage with consciousness and effort from the listener. We can conclude that the difference between listening and hearing focuses in the degree of attention to the listening passage.

1.4 Definition of Listening Competence

The term ‘listening competence’ was firstly introduced by the linguist Nichols in 1948. He provided ten principles of good listening which were the benchmarks for listening competence. He recognized that effective and competent listeners have to ‘know about’ the subject; listening competence was viewed from a behavioural view. Nichols’s (1948) ten principles of listening competence are:

- Find an area of interest.
- Judge content, not delivery.
- Hold your fire (withhold evaluation until you comprehend the message).
- Listen for ideas.
- Be flexible in note-taking.
- Work at listening.
- Resist distractions.
- Exercise your mind (do not avoid difficult material).
- Keep your mind open.

- Capitalize on thought speed (productively use the gap between speech rate and listening rate).

Rhodes, Watson, and Barker (1990) described listening competence as a behavioural act that can be improved through practice and feedback. So, listening competence is a behaviour that is appropriate and effective in a given context.

Halone (1998) and his colleagues who made a survey about listening competence, they established five listening dimensions: cognitive (listeners' knowledge), affective (listeners' attitudes), behavioral/verbal (listeners' verbal responses), behavioral/non-verbal (listeners' non verbal responses), behavioral/interactive (listeners' relationship behaviors with speakers).

Researchers often use the terms 'listening competence' and 'listening comprehension' interchangeably, they refer to listening competence as the process of comprehending the message and relating speech to prior knowledge and context. For instance, the linguist Nichols when he introduced the notion of listening competence, he used the terms 'listening comprehension' and 'listening behavior'. Borkowski (1990) noted that Second language listening competence is a complex skill developed with a high degree of intention and practice, without being evaluated and graded by marks which facilitate understanding. Listening comprehension sets a foundation for the future listening competence and fosters the development of linguistic competence.

1.5.1 Listening as a Skill

The listening skill plays a vital role in communication; it shapes for 40-50% of it in real life. It appears to be the receptive use of language with emphasis on meaning (Cameron, 2001). It is also considered to be the basis for developing other skills and the primary means to acquire knowledge, however, its importance has been recognized recently (Oxford, 1993).it did not gain attention until the early 1970's. Rost (1990) argued that listening should be given priority at the right level since it is the basis for other skills.

Listening is essential for learning; it provides insight besides the aural input. So, it should be treated as a separate part of the curriculum since the learner has to listen to be able to

speak, speak to be able to read, and read to be able to write (Rost, 1990). This skill is pivotal since it helps students to enrich their vocabulary, develop their linguistic competence, and enhance their language usage and proficiency. James (1984) explained the importance of listening as:

“... listening is tightly interwoven with other language skills. Let us begin by clarifying what is meant by listening. First of all, it is not a skill but a set of skills all marked by the fact that they involve the aural perception of oral signals. Secondly, listening is not ‘passive’. A person can hear something but not be listening. His or her short term memory may completely discard certain incoming sounds but concentrate on others. This involves a dynamic interaction between perception of sounds and concentration on content” (129).

During the process of learning second/foreign language, listening is the most frequent and useful skill. Gilbert (1988) asserted that students from kindergarten to high school spend 65-90% of their communication time for listening. It needs a lot of focus and attention since learners should store information in short term memory at the same time as they are processing the understanding of the information (Rubin, 1995).

1.5.2 Types of Listening Competence

Listening is the process of receiving, constructing meaning besides responding to a spoken message (International Listening Association). According to (skills you need.com) the main types of listening are:

1.5.2.1 Discriminative Listening

This type of listening appears at a very early age, it is considered to be the basis but without understanding the meaning. In other words, we have an innate and physiological ability to engage in discriminative listening. For instance, the child makes the distinction between the voices of his parents and the voices of strangers. This process continues to adulthood through improving the ability to distinguish between sounds, languages, and accents. The first stage is to learn how to differentiate between sounds in our native language then the other languages.

1.5.2.2 Informational Listening

This type of listening concerns understanding and retaining information. It is used when listening to news reports, voice mails and receiving instruction since it is based on the retention and recall processes to obtain information from the passage. Most college professors provide detailed instructions and handouts with assignments so students can review them as needed.

1.5.2.3 Critical Listening

It is about making judgments about others' speech as good or bad, worthy or unworthy. Critical listener is someone who evaluates a message to accept it, reject it, or decide to seek more information. Critical listening skills are used when listening to a persuasive speech, or when the speaker wants to change the beliefs and understand the hidden message. It also involves problem solving, decision making, and it is crucial to language learning.

1.5.2.4 Sympathetic Listening

It means to listen to someone and show care and concern through paying our attention and expressing our feelings.

1.5.2.5 Therapeutic Listening

This type of listening happens when a person sees a therapist, or in a social situation or when he seeks to diagnose and help the speaker to be cured.

1.5.2.6 Selective Listening

It refers to listening to something, ignoring others, and hearing with more attention what you want to hear. This can cause problems when we lose attention then you come back to feel lost because you cannot catch up with the speaker who moved to something new.

1.5.2.7 Comprehensive listening

It is a complicated type of listening since when two persons listen to the same thing they may understand the message differently, Stephen and Lucas (1998) asserted that "Comprehensive listening is devoted for understanding the message of a speaker, as when we attend a classroom lecture"(58).

1.6 Teaching Listening

Listening is of a primary importance, it must be given special attention when we train to produce language. Moreover, it requires listening with intention and using strategies to identify sounds and infer meaning from them. Willis (1981) claimed that students have to learn the effective ways of listening to different accents of English, so they will understand it even outside the classroom. Effective listening implies understanding the speaker's choice of vocabulary and structure, this is why it is crucial for language teachers to help their students become effective listeners, mainly through modeling listening strategies and giving listening practice using authentic materials, such as: radio, television programs, lectures, and recordings. The teacher should also provide learners with songs, lectures, and reports to develop their accuracy.

Teaching listening skill implies one method of the following:

Direct Method: it implies dividing time and making a time table that includes listening comprehension as a separate course. The teacher is the source of foreign language and has to provide tapes to listen to them. In addition, he should encourage his learners to use media including radio and television, as well as print media).

Integrated method: this approach consists of teaching the four skills with each other including reading, writing, listening, and speaking skills (Roblyer, 2006).

The Incidental method: this approach is known as learning to listen by listening. The effort made by learners to listen improves their listening ability. In order to develop communicative efficiency in pronunciation, the students need to understand how sounds are made and how stress is used. Learners can learn the language through the practice of pronunciation and the imitation sounds (Asemota, 2007).

Eclectic Method: this method combines all methods or approaches together. The method applies a specific method or technique to suit a specific objective, the items to be learned, and the learning environment (Ybarra & Green, 2003).

Dialogue: the dialogue is the most useful tool to start learning a language. Children first listen to the dialogue, accompanied by the teacher's demonstration, two or three times before they are asked to imitate (Asemota, 2007).

1.7.1 Listening Competence Strategies

Listening competence strategies are the activities that contribute to the comprehension and recall of listening input, it is an active process that involves the processes of top-down and bottom-up listening. Listening strategies can be classified by how the listener processes the input:

- ❖ Top-down strategy: is a listener based strategy where he uses his background knowledge of the topic or context, the type of text, and the language. This background knowledge serves as help for the listener to interpret what is heard and anticipate what will come next. It includes: listening for the main idea, predicting, and summarizing.
- ❖ Bottom-up strategy: is a text based strategy where the listener depends on the language of the message, the combination of sounds, words, and grammar that creates meaning. It includes: focus on specific details, and recognition of word-order patterns.

Listeners can use also metacognitive strategies to evaluate their learning:

- Decide which listening strategies will serve best in a particular situation.
- Monitor their comprehension and the effectiveness of the selected strategies.
- Evaluate goals and effectiveness of the chosen strategy.

As a conclusion, to realize the process of listening successfully, it is better to create a combination between the two processes "Bottom-up, Top-down" strategies.

1.7.2 Listening Competence Problems

Listening competence problems can be divided on the basis of the problems' source. In other words, they can be related to listener, speaker, message, or environment of the speech.

1) Problems related to the listeners:

- Lack of concentration and attention: in the listening process, the learners can take in all the speaker's words and still have plenty of ambiguity in the classroom context.

Rost (1994) states that: "Many pupils have difficulties following instructions owing to apparent deficits inattention and concentration .Such pupils may not be adapting well to the numerous distractions in a typical classroom"(119).

- Lack of prior knowledge and proficiency: the concerned knowledge in this context is the socio-cultural, the factual or the contextual knowledge of the target language. The other kind of knowledge which its lack presents a problem in the listening comprehension is the linguistic knowledge. In this case listeners can clearly hear but are unable to understand. It is due to their low proficiency and their bad level in grammar, syntax, phonology, and the semantic features in the target language (Anderson & Lynch, 1988).
- Lack of exposure to listening materials because students prefer to read than to listen to foreign language (Yagan, 1993).

2) Problems related to message:

- The content: the structure or the organization of information in an oral passage plays a remarkable role in learner's understanding. So the passage should be organized by chronological and a logical order of events to help students in their listening comprehension.

3) Problems related to speakers:

Learners find difficulties in understanding native speakers' conversations because they speak fast and spontaneously, besides they prefer speakers' visibility in order to notice their facial expressions, hand and body gestures and to participate in the process, such as: class discussion.

4) Problems related to physical setting:

Problems can be due to classroom or laboratory noise that prevents the listener to listen well.

1.8 The Importance of Listening Competence

Listening competence has been viewed for a long time as a passive skill. However, it is an active process since it is crucial for language learning and beneficial in academic, professional, and personal contexts. Research suggests that listening should be the primary skill in learning a new language. There is evidence that promoting listening competence results in increased acquisition of the other language skills and consequently leads to acquisition of the target language.

Listening competence enables students become aware of the language and its use. It gives students the creative use of grammar (Boyle, 1987). This is why teachers need to be prepared to use a variety of techniques to help students acquire effective listening competence, learn grammar and vocabulary which they need at their level, as well as words which they want to use.

Students with high scores for listening competence have greater academic achievement. Listening helps students acquire competence (Baker, 1971). Moreover, it assists students approach the foreign language with more confidence and success. Listening in groups activities stimulate students to use their imagination. Listening and vocabulary are interrelated because their knowledge enables students to acquire and enriches their vocabulary at different levels of listening. They make sound judgments about what is heard.

Listening competence also has implications for our personal lives and relationships. We should consider the power of listening to make someone else feel better and to open our perceptual field to new sources of information.

Conclusion

This chapter has provided an overview of some theoretical aspects of Second and foreign language listening skill. It stated that listening is an active and a fundamental skill to develop other skills that should be mastered. In addition, it highlighted the different areas of listening skill and listening competence, starting from the definition of competence, the difference

between competence and competency, and the difference between listening and hearing. It also mentioned the ways of teaching listening and its importance to foreign language teaching and learning. Finally we aimed to prove that the listening task should be authentic to make the learner autonomous, precisely that the good teacher who wants to achieve effective listening competence is the one who uses all these points to realize successful listening and make his learners productive.

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Introduction

This chapter introduces a definition of the term "Note taking". It also shows some specific strategies of note taking for both teachers and learners for better achievement. As well as, it tries to explain an investigation on the relationship between note taking and second language listening competence. Finally, it emphasizes the importance of note taking because researchers agree on the remarkable role of note taking in enhancing learners' academic achievement as well as making them competent and active listeners. They also believe that learners can improve their level through taking notes of important points through listening in order to get better in their academic life.

2.1 Definition of Note Taking

Note taking is considered as an effective strategy to increase English language learners' proficiency. It is defined in dictionaries as the process of recording a piece of information in a descriptive and systematic way that facilitates learning and remembering the lecture material. Marzano, Pickering & Plock (2001) assert that note taking makes students pick important information from less important one, continuously add other notes, and review them to progress their understanding.

Bligh (2000) revealed that research on note taking shows that students recall more lecture material if they record it in their notes. So, it is not an easy task to do while listening to a lecture. However, it is an important skill that is underestimated. In addition, it is a strategy that facilitates learning, concentration, and organization of ideas, besides it facilitates remembering the lecture content (Dunkel, 1988). Note taking is one way to avoid losing information, essential tool in many information transmission situations, especially at the university level, which interested us in this research. That is why, note taking should be taught by teachers.

Note taking allows gathering information from lectures, book, or any situation that the learner will later have to memorize in order to successfully complete his academic program

and achieve effective listening. Furthermore, note taking and storage methods vary and differ according to the learners' learning style and needs.

According to Van der Meer (2012): "note taking in lectures is often taken to be the distinguishing characteristic of learning at university" (13). Similarly, Van Meter et al (1994) agree that most university and college students take notes while listening to lectures to accomplish several functions. A good reason for taking notes is that you cannot re-listen to lectures or presentations so the learner should take every opportunity to record information in order to be used later.

Dewitt (2007) defines note taking as "an external memory aid that refers to writing brief record of information to be remembered (64)". It involves active listening to relate new ideas to the prior knowledge to attain answers to questions that arise from the material. Pank & Owens (2013) claims that note taking means to take effective notes using a proven system.

Finally, note taking is a learning strategy used by learners in order to enhance their learning process. It is a procedure of recording information from teachers' lecture to avoid losing concentration in the classroom and to have a written data to be reviewed when studying for an exam.

2.2 The Purpose of Note Taking

According to Kiewra (1989) note taking is beneficial for it aids lecture learning by activating intentional mechanisms and engaging the learners' cognitive processes of coding, integrating, synthesizing and transforming aurally received input into a personally meaningful form. It is an effective skill that acts as a form of learning by helping learners to understand and remember the material they read and improve their academic achievement; they write down important facts and conclusions not details to be reviewed.

Hartley (2002) admitted that the use of note taking to store the transmitted information often underlies another important role which is reflection. Note taking is an effective

information-processing tool that is used in daily life and in many professions and includes: making judgments, resolving issues, and making decisions. Learners take notes for many reasons such as: to learn, to enhance long term retention, to document events, and to make content explicit for future reference. In addition, note taking is significant for providing necessary evidence to develop arguments and record ideas for future use.

A number of researchers revealed different reasons for taking notes, among them Cottrel (2003) highlighted:

- Notes are a crucial record where the information came from (for referencing purpose).
- Notes are useful for future revision purposes particularly in preparing for exams or in writing assignments.
- Notes are an aid to memory. If you summarize in your own words, this can help you to remember the subject better, particularly in exams.
- Notes can help or facilitate the process of concentrating on the lecture itself.

2.3 The Importance of Note Taking

Note taking is considered as an effective tool that allows students to collect information from lectures and presentations. Note-taking activity is a helpful strategy to facilitate the process of learning and recalling lecture materials. It activates three types of knowledge; situational knowledge, linguistic knowledge, and background knowledge (Kilickaya and Cokal-Karadas, 2009). Similarly Barnett et al (1981) noticed that when taking notes, learners try to memorize and comprehend key terms and ideas. Then, they store them externally in other devices such as notes to decrease the difficulties of comprehension, and to give them opportunity to recall the information easily after a period of time.

Note taking is a valuable strategy that can be used for listening and reading, but unfortunately students don't have enough knowledge about it or about its use, or if they are informed about it, they are not taught to practice it. Although, it can activate working

memory. Moreover, studies show that note taking helped the learner to store and comprehend the message better through concentration boost and increased attention when there is mere listening or reading (Botch & Piolat, 2005). Dunkel and Pialorsi (2005) added that when learners are allowed to take notes, they feel more comfortable and they have better performance in answering the post listening questions.

Hartley (2002) has also stressed the importance of note taking as a tool for storing transmitted information during a lecture. He added that this information processing method can be used in both daily life and academic setting, for making judgments and finding solutions for different problems. According to Kiewra (1991) note taking serves two purposes: *external storage* and *encoding*; the first, is when making sure that students will not forget essential information and create an external memory to consult when studying for exams. However, taking notes can also facilitate encoding, or learning the course material firstly. It increases attention and focuses during lecture, makes learners engaged with the course material, and structures key concepts and facts. The challenge is to take lecture notes that can both facilitate learning and serve as a useful resource for future review.

So, note taking is a fundamental strategy in learning a foreign language since it raises learners' attention and makes them more involved in the classroom. Moreover, effective notes reduce learners' revision time and can be useful also in daily life to make judgments and find solutions for different issues.

2.4 Note Taking Process

The note taking process involves more than what happens in lectures. It is a process that needs to follow many steps before, during and after lectures. We learn more efficiently when we can connect new information to our prior knowledge; this is why it is important to have as much background information as you can, before going to the lecture. According to Ellis (1997) to become an effective note taker, the learners must follow effective steps before, during and after the lecture.

1) Before the lecture

- Complete outside assignments so that taking notes will be easier when you have read the material.
- Bring the right materials for instance: notebooks, writing tools...etc
- Sit front and center to concentrate, have fewer distractions, and participate in the lecture to increase motivation.
- Conduct a short pre-class review through checking previous lecture.
- Clarify your intentions by setting goals and seeking answers for previous questions that arose from the assignments. Then, to decide how to obtain missing notes.
- Be mentally present in the class and positive participant in the course.

2) During the lecture

In this stage learners are concerned with focusing on key words and writing notes using their own style and preferred method.

- Be ready to start the process of taking notes.
- Focus on the instructor; his body language and non-verbal cues and be an active listener.
- Copy everything the instructor writes on the board in order to be extended later following specific outline.
- Postpone your debate or criticism by marking your disagreement in the notes and continue focusing to avoid losing attention.
- Use your own style when summarizing the speech of the instructor to be easily reviewed.
- Participate in class activities.

- Listen for introductory, concluding, and transition words and phrases, such as: definitions, new subjects, conclusions, cause and effect...etc
- Leave a space or a question for missing or unclear information.

3) After the lecture

In the last phase, students have to

- Rewrite the notes and revise them.
- Fill in the missing ideas in your notes using your friends' notes.
- Review your notes once a week to consolidate the stored information and review them before the next lecture.

To sum up, the previous steps enable learners to witness improvement in their listening competence because when listening to a lecture for one time, the learner cannot store all given information. So, using this efficient tool learner can score better and gain better academic achievement than those who do not take notes since reviewing facilitates the recall of information through storing it in the long term memory.

2.5 Note Taking Strategy Format

Taking effective notes is very important for students to succeed in their learning because it helps them to record information and review it when necessary to perform well. So, one of the basic requirements is to develop effective note-taking methods to facilitate attaining high listening scores.

When taking notes, learners had better chose the suitable method to their goal. The methods bellow are considered to be the most used and preferred techniques by foreign language educators.

Over the years researchers and learning experts have suggested different note taking strategies to help students organize their notes. Piolat (2001) states that there are two most useful styles to help learners remember the information they have taken. The linear style

which is the process of writing down information through conventional written text format or outlining. It is the most used by learners. Notes here are characterized by being dynamic, brief, focus on the main ideas and learners tend to use symbols, abbreviations and color the main ideas.

The second style is the non-linear note taking method where the learner makes graphical representation such as the mapping method where information is presented in a form of a diagram to be easy reviewed, and brainstormed. In addition, it helps in summarizing a great amount of information (Piolat, 2001).

According to Piolat et al (2005) non-linear methods of note taking are more effective since review and recall of information is faster and easier, and more efficient than the traditional linear method. Moreover, it makes it easy to connect ideas and reach conclusions faster.

2.5.1 Linear Note

Piolat et al (2005) declared that the linear note is the typical outline format that summarizes using sentences, half-sentences or abbreviation, and the main ideas. It can be used while reading, listening to lectures, or listening to class discussions. It follows the process of summarizing the main point from a lecture, connecting and synthesizing ideas then writing down important information such as new vocabulary, word in board, and explanations.

2.5.2 The Cornell Method

The Cornell method is a systematic format for organizing notes. After writing the notes in the main space, use the left-hand space to label each idea and detail with a key word while participating in class discussion and asking questions. Pauk (2014) announced that the Cornell method is a system of organizing the notes into an effective study guide which promotes critical thinking. He argued that the Cornell method (the five R's method) involves five stages:

Stage one: Record

It is to draw a vertical line about 2 ½ inches from the left edge of the paper. The left column is the recall column, which the learner leaves blank until stage two. The right, larger column is where the learner will record important information from the lecture. they can be both an outline or paragraph format. It includes diagrams, illustrations, questions/answers provided by the professor during the lecture.

Stage two: Reduce

It is to write key words and phrases in the recall column to create a summary for the important points in the lecture using abbreviations and including questions to clarify unclear ideas. Finally, you summarize the lecture in own words. Summarizing information is another way of reviewing and critically thinking about what has been learned.

Stage three: Recite

In this stage, learners extend their notes with their own style. They cover up the right-hand column where they record their notes. Then, they use the key words or phrases in the recall column to trigger their memory. If there is any difficulty to recall the information successfully, they do another review of the lecture notes.

Stage four: Reflect

After reviewing and reciting the notes, reread the notes and use your text and lecture notes to define terms, discover the causes and effects of issues, and relate ideas. Finally make generalizations, draw conclusions, and create a brief summary of the entire lecture.

Stage five: Review

In this final stage, the learner ought to review the notes for several times a week to retain what he has been learned and decrease the chances of forgetting the information. During this stage, learners cover their notes and reform them in their own words.

To sum up, this technique is divided into three sections. The right column is dedicated for the date and the title of the lecture and for recording notes as they are heard. Another space is left for further explanation or missing words. The margin of the right-hand page is reserved to record key elements and new vocabulary. The left area completes the right one, it is

developed during the lecture to help students understand and relate ideas to each other. The last space is left for the summary of the notes.

❖ Advantages of the Cornell method according to :

- It is organized and systematic to record and review notes.
- It is an easy format for pulling out major concepts and ideas.
- It is simple and efficient.
- It saves time and effort.
- The Cornell method is used in any lecture situations, conferences and interviews.

2.5.3 The SQ3R Strategy

This method has five steps used in a sequence for the best results. This approach is primarily useful for reading textbooks, but it can be used for classroom discussion (136). It is a study formula to help process and increase retention of written information. It consists of the following five steps:

1. Survey: it means to scan the written material in order to get the main ideas, reveal the general content and structure of the concepts; through scanning the headings, subheadings, topic sentence, and pictures. This will provide a clear overview of the information.

2. Question: it means to develop questions about the content of the material to improve concentration and help comprehension.

3. Read: it means to read all of the material carefully, make notes and highlight main ideas that support the concept and try to look for answer for questions, answers that were developed.

4. Recite: learners should reform the notes in their own words in order to save the information in their long-term memory.

5. Review: learners should review their notes each session before the next lesson to keep the information fresh in their mind.

2.5.4 Mind Mapping Method

The term 'mind-mapping' was coined in the late 1960's by Tony Buzan. It is considered as a device that improves the way of thinking and learning in high educational level. Piolat (2001) states that in this technique, learners draw a map and put the main idea in the center (word or phrase). Then they create branches which include the related ideas. Moreover, mind mapping is a visual method that allows the learner to make a summary of a huge amount of information in a short period of time. It helps in recording, memorizing, and connecting ideas since it includes a set of words and images. Buzan (2012) stressed the importance of using at least three colors, symbols, and codes to highlight ideas. According to these beliefs, the mapping method is an efficient tool that facilitates comprehension using the diagram form and helps learners to structure and classify ideas.

2.5.5 Fishbone Method

The fishbone (also known as Ishikawa diagram) was first developed by "Kaoru Ishikawa" (1968). It is a tool for analyzing systematically the causes and effects of a happening. The design of the diagram is in the form of a skeleton of a fish. The major objectives of this method are: to find out the causes of a problem, focus on specific issue, and find lacks of data. According to Ishikawa (1968), the following are the major steps to construct a cause-effect diagram:

Step 1: Define the outcome to be analyzed through identifying the problem and writing it in the right side of the diagram and specify characteristics and objectives.

Step 2: Draw a chart pack and a horizontal arrow pointing to the right to create a spine, then write a brief description of the effect and create the effect box.

Step 3: Identify the causes that contribute to the studied effect. Then, write the categories in the left of the effect box draw a box around each category and put a diagonal line to form a branch that connects the box to the spine.

Step 4: Identify specific factors to each major branch that is a cause or effect, and then write details about them.

Step 5: analyze the diagram.

2.5.6 The Sentence Method:

According to Stewart (2007) this type of note taking is the easiest one since it depends on writing and recording every new idea or fact in a separate line. Then, clarify the topic related to each idea. It is the best method to use when the material is difficult or quickly delivered, and it should be reviewed and organized using numbers after class.

2.6 Teaching Note Taking:

Moving from high school to university level, the learner faces a shortage of experience with taking notes since he did not get used to do it. So learners tend to write down everything the lecturer says without following specific structure then they fail to take important cues. A research from Maryland University reported that learners who were taught note taking techniques were able to capture 55-60% of important points in the lecture, while learners unaware of note taking skills averaged 37%. Thus, learners should be taught the following points:

➤ Real Time Habits

Hadwin, Kirby, and Woodhouse (1999) stated that learners do not follow the same way when taking notes in the production of standard text, the layout of information, use of symbols, and abbreviation, the focus on key concept, and the instructor's cues. This variability necessitates teaching them the different methods. So, teachers should:

- Be aware of the lecture style, and the incorporate practice for active learning.
- Provide an outline of lecture information, with some key concepts.
- Provide time, early in the semester for learners to compare notes, and to share strategies that work.

➤ Review/ Critical Application Habits

Garcia and DeBanc (1990) maintained that teachers should:

- Teach their students how to skip lines, leave space, and use abbreviations. In addition to how to review before and after class, and how to listen critically.
- Teach learners question-based notes, and how they should leave three inch margin on the left side of the note paper.
- Encourage learners to start by definitions of concepts. Then, move to more complex ideas and write their questions to clarify them.
- Provide five minutes for learners to review their notes at the beginning and at the end of the class and to make summaries.

To sum up, the role of the teacher implies asking learners to take a look on the lecture before coming, and then make an outline during class for the learner to take successful notes related to the topic. He should also present the lesson in a meaningful way to make learners benefit from the lecture. The teacher is responsible also for teaching learners the different format of note taking to help them memorize the material. Finally, he should teach them how to pick up important information from the lecture and how to review notes to check any lacks.

2.7 The impact of note taking on listening competence:

Note taking is a fundamental tool for learning and succeeding at university, learners have to learn how to create useful notes to reinforce their understanding and recall of information. (Patricia and Carrell (2007). This learning strategy activates three types of knowledge which are: situational, linguistic, and background knowledge (Kilickaya and Karadas (2009). In this sense, Carrell et al (2002) declared that "taking lecture notes is accepted as a useful strategy for augmenting student attention and retention of academic discourse ".

The role of the learner in the process of note taking is be prepared, attentive, focused, active listener, and critical thinker to relate previous knowledge to the new one. He must also learn to record key facts and relationships, so that they can recall this information when reviewing their notes (Wiley, 2014).

Howe (1970) revealed the benefits of note taking on listening competence for university students. He asserted that note taking affects students' attention during the lecture and make them focus and interested for more than 15 minutes. As a result, learners should be encouraged to follow note taking technique to increase their motivation level as well as their listening competence. Moreover, language teachers should help their students to become active listeners through modeling listening strategies.

In this regard, Liu and Hu (2012) confirmed that note taking is a process that happens simultaneously with the process of listening in foreign language learning. They stressed the need of note takers to take down important points in their own ways according to what they listen to as a reference. Dunkel and Davy (1989) also stressed the importance of note taking on teaching the listening skill. They claim that note taking should be taught in foreign language classes because it cannot be naturally acquired which means that a good second language listener is able to take important notes to raise his competence in listening. According to William and Eggert (2002), listening is the attention the student pays to the instructor, and his ability to capture information, however, recording happens when taking notes and writing what he understood.

Note-taking can play a crucial role in listening competence, while listening, note-taking is a strategy used by learners in order to intensify their attention to what they hear and recall for later use (Zohrabi and Esfandyari, 2014). Although it is essential for students to acquire effective note-taking and listening skills, note taking instruction cannot independently occur. Thus, it should be taught in a listening class as Dunkel and Davy (1989) argued. They insist that students' L2 listening competence and the quality of their L2 notes are closely related. In other words, a good L2 listener is capable of taking better notes.

Carrell and Song (2011) assume that recognizing main ideas and detailed information are the key factors to comprehend the lecture's content and reach competence that is often difficult for foreign language learners. They face the problem of the speed of lectures (Pialot, 2005). However they can overcome it through possessing high listening competence. Brown

(2007) stresses the idea that listening competence is highly incorporated with overall language ability; it is the most important factor among the other skills.

Conclusion

The process of note taking involves a complex set of skills and interactions between instructors and their students. Researchers admit the importance of note taking as a strategy to keep important information and recall it when necessary. In addition, the teaching of note taking is beneficial for learners' listening competence since it allows them to record, recall, comprehend information and be a competent listener. So, learners depend on different note taking formats according to their purpose, their preferences and their critical thinking to know what to include. Note taking enables learners to develop their listening competence focusing on attention, storage, and retrieval. Finally, teachers should raise students' awareness towards the efficacy of taking notes for better achievements.

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Introduction

This chapter is devoted to the practical part of the present study. It introduces the methodology used for data collection, and then it describes the participants and mainly students' and teachers' questionnaires. In other words, it sheds light on the tools of data collection to answer the research questions. Starting by description a of both students' and teachers' questionnaires and ending with analysis and interpretation of the obtained results, then it concludes with the findings in addition to pedagogical implication and a general conclusion sums up the practical part.

3.1 Methodology

The present research has been conducted through a quantitative descriptive method in order to answer the research questions. Two questionnaires were administered, one to first year English students at the University of Guelma in the academic year 2016/ 2017. My purpose is to answer the research's first question: does effective note taking reflect listening competence?. Whereas, the second was for teachers of English language at Guelma university. Its aim is to investigate their perspectives toward the impact of note taking on students' listening competence.

3.2 Participants

The present research' population is composed of both teachers and students of English language at Guelma University, and our sample is the University of Guelma, department of English. Twenty five (25) oral expression teachers were chosen from a population of fifty (50) teachers since our research is devoted for the listening skill. In addition, seventy 70 first year students of English were chosen from a population of 245 students divided into seven (7) groups. The seventy (70) students shape four (04) groups were chosen randomly, since they are beginners, they are not proficient yet in the listening skill and they did not reach the listening competence. However they can be aware of certain beneficial strategies for reaching

the listening competence. Moreover, teachers' contribution in this study is of a great importance to raise learners' awareness for the importance of note taking.

3.3 Students' Questionnaire

3.3.1 Administration of Students' Questionnaire

This questionnaire was distributed hand to hand to seventy (70) students. The researcher did not encounter any difficulties because she has received help from both teachers and students of Guelma University, department of English. The questionnaire took nearly 20 minutes from students' time. Moreover, it was given for all students in one day. Then, the researcher got it back in the same day.

3.3.2 Description of Students' Questionnaire

The students' questionnaire consists of fifteen (15) questions. It is a combination of different types of questions organized from general to specific (closed and open questions). In other words, it includes yes/ No questions, multiple choice questions, and questions with a free space to justify their choices. The following is a detailed description of each section:

Section One: Students' attitudes towards Taking Effective Notes (Q1-Q6)

Section one stands as a general view about students' knowledge about note taking. It consists of six questions. Q1 asks students whether they are familiar with the term 'note taking' or not, Q2 seeks to determine students' problems when taking notes. Q3 investigates whether students review their notes before a quiz, and Q4 asks students if their teachers encourage them to take notes. Q5 looks to know whether note taking is an easy or hard task. Q6 is about whether note taking leads the learner to focus more on the lecture.

Section Two: Students' attitudes towards Note Taking Strategy to Become a Competent Listener (Q7-Q15)

The second section is about the students' attitudes towards taking notes to become competent listeners. It consists of nine (09) questions, Q7 asks students if they took instruction on note taking or not, Q8 asks students whether note taking enhances learners' listening competence or not. Q9 asks students about the medium they use when taking notes Q10 asks students whether note taking results in efficient listening, Q11 asks students to give an explanation about the relation between the quality of notes and students' ability to be competent listener. Q12 aims to know whether note taking increases learners' motivation during the lecture, Q13 asks students whether note taking increases learners critical thinking, Q14 asks students if note taking enables students to develop learners' listening competence through attention, storage and retention. Finally Q15 is on further suggestions.

3.3.3 Analysis of Students' Questionnaire

Section One: Students' Attitudes towards Taking Effective Notes (Q1-Q6)

Question one: According to you note taking is:

- a. a necessity to remember and organize ideas
- b. a tool to concentrate on a lecture
- c. a means to improve your knowledge

Table 3.1 *Students' Perceptions about Note Taking Strategy*

	Number	Percentage
a	30	42,85%
b	04	5,71%
C	05	7,14%
a+b	08	11,42%
a+c	10	14,28%

a+b+c	13	18,57%
Total	70	100%

This question investigates students' definition of note taking according to their experience. The majority of students (42, 85%) chose note taking as a necessity to remember and organize ideas, it is the biggest number of the sample. So they consider it as an important tool used in the lecture. The number of students who see note taking as a tool to concentrate on the lecture is (5,71%) students. They see that it helps them during the lecture to avoid losing concentration, whereas, students who see note taking as a means to improve their knowledge are (7, 14%), they use it make their level progress. Few students (11, 42%) chose both the first and second option, and other students (14, 28%) opted for the first and the last option. However, other students (13, 57%) chose the three options and this shows the importance and necessity of note taking during the lecture, besides students' awareness of the necessity to take notes.

Q2: Do you face any problems when taking notes during a lecture?

If yes, are they related to?

- a. Time management
- b. Insufficient knowledge of how to take notes
- c. Instructors' lecture speed

Table 3.2 *Students' Problems when Taking Notes*

	Number	Percentage
yes	28	40%
no	42	60%
Total	70	100%

- Students who said Yes

Table 3.3 *students' Justification of the Causes of Problems*

	Number	Percentage
a	0	14,28
b	4	5,71
c	9	12,85
a+c	3	4,28
b+c	2	2,85
Total	28	40%

With regard to the results shown in the table, most of students (60%) do not face problems when taking notes, so they are competent enough to use it when listening to a lecture, while few of the participants (40%) have encountered problems among it, (14, 28%) of participants face the problem of time management, they do not know how to listen and write at the same time and when to listen and when to write. What comes next is about the instructor's lecture speed. (12, 85%) of the participant suffered from this issue, this happens when the student wants to write every word the speaker says without selecting just the most important elements. 5, 71% of participants face problem of insufficient knowledge, that is why it should be taught at the beginning the methods of taking notes, and only (2, 85%) of participants stated that they had a problem with lecture speed besides insufficient knowledge. While (4, 28%) relate it to both time and lecture speed.

Q3. Do you review your notes to prepare for a quiz?

Table 3.4 *Students' Review of Notes for a Quiz*

	Number	Percentage
yes	69	98,57%
no	1	1,42%
Total	70	100%

Concerning the third question, most of students (98, 57%) agreed on the necessity to review their notes when preparing for a quiz, since most of teachers do not provide them with handouts, so it is crucial to have notes to check when preparing for a quiz, while only (1, 42%) said that they do not do it.

Q4. Does your teacher encourage you to take notes?

Table 3.5 *Teachers' Encouragement for Students to Take Notes*

	Number	Percentage
yes	41	58,57%
no	29	41,42%
Total	70	100%

The majority of respondents (58, 57%) said that teachers encourage them to take notes, this shows that teachers' are aware of their fundamental role in guiding learners' and encouraging them to take notes, while few (41, 42%) claimed that they are not encouraged to do it. This reveals that few teachers are careless about the importance of their role as motivators for taking notes.

Q5. How do you find the process of taking notes while listening?

a. an easy task

b. a hard task

Table 3.6 *Students' Views about the Process of Note Taking While Listening*

	Number	Percentage
a	27	38,57%
b	43	61,42%
Total	70	100%

From the results above, it can be deduced that the majority of respondents (61, 42%) consider note taking as a hard task, maybe it is due to their insufficient knowledge of how to do it. However, few students (38, 57%) agreed that it is an easy task. They are those who are frequent users of this strategy.

Respondents who considered note taking as a hard task justified they answer as follows:

- They cannot write and listen at the same time.
- Teachers' pronunciation is unclear, and they speak in a fast pace.
- Students cannot remember all the ideas to write them.
- Students get confused when the teacher repeats the same idea in different ways.

Q6. Do you think that note taking can lead the learner to focus on the lecture?

Table 3.7 *Students' Opinions about Note Taking that Lead the Learner to Focus on the Lecture*

	Number	percentage
a	70	100%
b	00	0%
Total	70	100%

As indicated in the previous table, all respondents (100%) admitted that note taking leads the learner to focus on the lecture it prevents them from losing attention and makes they listen attentively for the whole session.

Section Two: Students' Attitudes towards Note Taking Strategy to be a Competent Listener

Q7. Did you learn note taking strategies?

Table 3.8 *Students' Views about Learning Note Taking Methods*

	Number	Percentage
a	65	92,85%
b	5	7,14%
Total	70	100%

It is apparent from the table above that approximately the whole participants (92, 85%) have been taught how to take notes during the lecture, while only few of respondents (7,14%) did not know how to take notes. Maybe their teachers did not give them instruction on note taking.

Q8. Do you think that note taking strategies enhance learners' listening competence?

Table 3.9 *Students' opinions on whether Note Taking Strategies Enhance Listening Competence*

	Number	Percentage
yes	68	97,14%
no	2	2,85%
Total	70	100%

With regard to the results included in the table above, we can observe that most of respondents (97, 14%) realize the role of note taking in enhancing learners' listening

competence. They justified their answer by stressing the importance of note taking in raising learners' concentration during the lecture which leads to improving learners' listening competence. Other participants claimed that taking notes makes the learner know how to listen selectively and focus on what is important to write it simultaneously and this leads to be competent listener. So, we can deduce that listening competence can be enhanced through practice when listening and taking important notes. However, few students (2,85%) do not believe that note taking can enhance learners' listening competence. Maybe because they did not use this strategy before, so they cannot assume its benefits.

Q9. What is the medium that you use when taking notes?

- a. papers
- b. recordings
- c. computer

Table 3.10 *Students' Medium Used for Note Taking*

	Number	Percentage
a	56	80%
b	5	7,14%
c	1	1,42%
a+b+c	8	11,42%
Total	70	100%

Concerning learners' medium of taking notes, the majority of participants (80%) prefer to use papers. Maybe they feel free to write statements, or draw charts and omit what is not important. Hence, papers are easy to be used. However, other participants (7,14%) use recordings, so that they will not miss any word said and fill in the gaps through listening again to the lecture. While only 1, 42% of students write notes in their computers. They use

technology to take notes without the old way of using papers. 11, 42% of participants use a mixture of tools according to the objective set at the beginning of the lecture.

Q10. Do you agree that effective note taking results in efficient listening?

Table 3.11 *Students' Perceptions on if Effective Note Taking Result in Efficient Listening*

	Number	Percentage
agree	68	97,14%
disagree	2	2,85%
Total	70	100%

As it is expected, the majority of students (97, 14%) agree on the idea that efficient note taking results in efficient listening. They justified their answer as follows: if the learner listens and focuses, he will get effective notes. In addition, while taking notes the learner will be motivated in class discussion and participation. Therefore, learners are aware that taking helpful and effective notes results in effective and selective listening. In other words, they agree that when listening to the lecture, students give more attention to the spoken information, concentrate more on the course, and try to stay attentive with the teacher's words. Hence, they activate their listening competence. However, only few participants (2, 85%) do not agree that effective note taking results in efficient listening. It means that they ignore the efficacy of effective listening and note taking.

Q11. In few lines could you explain the relation between the quality of notes and students' ability to be a competent listener.

Concerning the question eleven, all respondents (100%) answered the question as follows:

- Good notes are the result of good and selective listening.
- When the learner takes good notes, he becomes competent listener.
- The learner can take effective, useful, and effective notes when he listens critically.

- If the learner is unable to hear, or he is not focusing with the teacher, he cannot take correct and effective notes.

Q12. Does note taking increase learners' motivation during the lecture?

Table 3.12 *Students' Views about Increasing Motivation through Taking Notes*

	Number	Percentage
a	62	88,57%
b	8	11,42%
Total	70	100%

As it is mentioned in the above table, the majority of participants (88, 57%) agree on the role of note taking in raising learners' motivation. Only (19, 35%) of them justified their answer that note taking helps learners to get more information from the lecture to be involved and active in the learning process. Mainly because of interacting with other classmates and with the teacher. Only one student (0, 88%) claimed that he/she takes notes only to answer exam questions, it reflects that he/she an introvert student who does not prefer to interact and discuss. Whereas, few participants (11, 42%) do not think that note taking raises learners' motivation. As a result, they ignore its importance as a motivator for better academic achievements.

Q13. Note taking increases learners' critical thinking?

Table 3.13 *Students' Opinion if Note Taking Increases Critical Thinking*

	Number	Percentage
a	60	85,71%
b	10	14,28%

Total	70	100%
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With regard to the results above, a minority of (14, 28%) of participants do not think that note taking increases critical listening. It is maybe the result of the lack of knowledge of this important strategy. However, the majority of participants (85,71%) agreed that this strategy increases learners' critical thinking and justified their answers as follows:

- While listening, learners verify and notice their mistakes so it raises their critical thinking.
- The learner analyses the transmitted speech and takes only what is crucial.
- The learner is selective in taking the appropriate and adequate notes related to the topic.

We can deduce that students are aware about the role of this strategy in raising their critical listening since it needs them to select what to listen and write as important.

Q14. Does note taking enable students to develop their listening competence focusing on attention, storage and retention?

Table 3.14 *Students' Views if Note Taking Enables them to develop Listening Competence*

	Numbers	Percentage
a	65	92,85%
b	5	7,14%
Total	70	100%

As shown in the table above, most of the participants (92, 85%) hold the idea that note taking enable students to develop their listening competence through attention, storage and retention. This shows that they are conscious about the fundamental role that note taking plays in developing learners' listening competence. Whereas, only few participants (7, 14%) do not share the same belief. This is due to their lack of experience in the listening skill.

Q15. Please make any suggestions or comments in the space below.

Only (28, 57) of participants added suggestions. The students' suggestions can be summed up as follows:

- It is teachers' role to encourage learners to the importance of note taking to develop their listening competence.
- Teachers need to speak slowly and write key elements in order to allow students to take notes.
- Learners take notes for the sake of answering exam questions.
- Note taking helps to develop learners' level and concentration.
- Learners should make their own strategies of taking notes that are appropriate to their needs to improve their level.
- Note taking is useful tool for reviewing lessons for exams, mainly when teachers do not provide handouts, or in cases where they mention ideas that are not included in handouts.

3.4 Teachers' Questionnaire

3.4.1 Administration of Teachers' Questionnaire

The teachers' questionnaire was distributed hand to hand to twenty five (25) English language oral expression teachers at the University of Guelma. It aims at obtaining information from another population which has a crucial role in enhancing learners' skills. It took a week to get back all teachers' questionnaires.

3.4.2 Description of teachers' questionnaire

This questionnaire is composed of three sections which included different types of questions, close ended and open ended questions.

Section one: Teachers' Perspectives toward Note Taking Strategy

This section includes question (Q1-Q5). Q1 asks teachers whether or not note taking is an effective strategy to develop second language listening competence, Q2 asks teachers about

the most efficient method taught to take notes during the lecture. Q3 asks teachers about their role in helping students to take successful notes and be competent listener, while Q4 asks whether note taking should be integrated in the curriculum, Q5 asks teachers about the ways used to encourage students to take notes.

Section two: teachers’ perspectives toward listening competence.

This section included question from (Q 6- Q8). Q6 seeks to know if teachers’ used strategies to teach the listening skill. Q7 asks teachers about the teaching material used in lecturing. While Q8 seeks to know how second language learner could be a competent listener.

Section three: teachers’ perspectives toward the impact of note taking on listening competence.

This section includes questions (Q9-Q14), Q9 asks teachers whether note taking leads the learner to be critical listener. Q10 asks teachers if note taking helps learners to become active participants in the classroom, Q11 asks teachers whether effective note taking strategy that may enhance learners’ listening competence, while Q12 asks teachers whether note taking helps students in gaining study time. Q13 investigates teachers’ agreement if note taking has a remarkable impact on listening competence. Finally, Q14 is an open question for further suggestions on the topic under study.

3.4.3 Analysis of teachers’ questionnaire:

Section one: Teachers’ Perspectives toward Note Taking Strategy.

Q1. Do you agree that note taking is an effective and successful strategy to develop second language listening competence?

Table 3.15 *the effectiveness of note taking in developing listening competence*

	Number	Percentage
Totally agree	15	60%

Partially agree	5	20%
Agree	5	20%
Neither agree or disagree	0	0%
Partially agree	0	0%
Disagree	0	0%
Totally disagree	0	0%
Total	25	100%

The table above shows that the majority of teachers (60%) totally agree that note taking has a role in developing learners' listening competence. While few (20%) partially agree with the idea, however, others (20%) opted for agree chose. This shows that from their experience teachers are aware about the major role that notes taking plays to enhance the listening skill.

Q2. Do you teach learners how to take notes during the listening lecture?

Table 3.16 *Teaching learners' how to take notes*

	Number	Percentage
a	18	72%
b	7	28%
Total	25	100%

From the results in the table above, one can notice that the majority of participants (72%) do teach learners the strategy of note taking. Those teachers are aware that it acts as a helper for the learners to understand more the lecture and turn them into active participants in the classroom. While few participants (28%) do not do so, maybe they ignore the importance and usefulness of good notes.

Teachers who said yes (72%) justified their answer and mentioned the most efficient methods of taking notes are: firstly setting clear listening goals and focusing on the main

ideas, through paying attention to teachers' facial expressions and the tone of the voice. Other teacher said that he prefer mind mapping method, then giving students questions to be answered after listening. Moreover, another teacher said that he prefers to teach them how to use symbols, charts, and abbreviations.

Q3. What is the role of teachers to help students to take successful notes and be a competent listener?

a- raise learners' awareness about the importance of note taking while listening.

b- Teach students how to take good notes.

c- Encourage learners to revise their notes before a quiz.

Table 3.17 *the Role of the Teacher in Helping Students to Take Good Notes*

	Number	Percentage
a	4	16%
b	2	8%
c	0	0%
a+b	5	20%
a+c	1	4%
a+b+c	13	52%
Total	25	100%

From the results shown in the table above, we can notice that the majority of teachers (52%) chose the three options (a, b, c). So, they are responsible for raising learners' awareness about the importance of taking notes, besides they teach them how to do it and encourage them to revise their notes. Therefore, the teacher acts as guide, tutor, and adviser. Other participants (20%) chose to promote learners to revise their notes. Few participants (16%) opted for the choice of raising learners' awareness to the importance of note taking while listening. This is crucial since learners follow their teachers' instructions. 8% of teachers

prefer to teach learners' methods of note taking. While only (4%) of teachers think that it is better to show the importance of taking notes and encourage students to revise them. Teachers can do it through asking questions after listening to passage and asking them to check the gaps and fill in them.

Q4.Do you think that note taking strategy should be integrated within the oral expression session syllabus?

Table 3.18 *Integration of Note Taking in the Syllabus*

	Number	Percentage
a	23	92%
b	2	8%
Total	25	100%

What is noticeable from the results, most of teachers (92%) confirm that note taking should be integrated within the oral expression session. They justified their answers saying that this strategy is efficient in the learning process, it should be integrated within the syllabus in order to motivate learners and raise their concentration in hearing the passage, and help students to capture the most important elements of the course. However, few teachers (8%) claimed that it is officially integrated within third year syllabus, so they need just to practice it in oral expression module.

Q5.How could teachers encourage students to take notes while listening to a lecture?

In this open ended question about how teachers can encourage students to take notes, most of teachers (52%) agreed that it can be done through raising students' awareness about the importance of note taking and ask students randomly to read their notes. So, these teachers are aware about the importance of this strategy in enhancing learners' listening competence and academic achievement. However, some teachers (32%) claimed that they tell their students that the notes will be included in the quiz and asking them to prepare the lesson

before coming by providing the title and ask them to search for it. Besides provide authentic materials. Those teachers are clever since students like getting good marks so they will be motivated to take notes since it will help them achieve better level and score better. Few teachers (8%) stated that they let students check their notes with classmates and encourage them to reinvest their notes through paragraph writing and answering questions. This category of teachers consolidates learners' notes through paragraph writing which will make the information registered in the brain. However, (8%) of teachers did not answer this question, maybe because they do not encourage students to take notes.

Section Two: Teachers' Perspectives toward Listening Competence

Q6. Which listening strategy do you use when teaching a listening passage?

a- ask learners take notes to answer question.

b- Focus on key elements and ideas.

Table 3. 19 *Teachers' most used Strategy to Teach Listening Passage*

	Number	Percentage
a	5	20 %
b	5	20 %
a+b	15	60%
Total	25	100%

With regard to the results shown in the table above, we can recognize that most of teachers (60%) use both strategies, ask learners take notes to answer question besides focus on key elements and ideas. So these two strategies go hand in hand together in order to get better achievements. While only (20%) of teachers prefer to push students to take notes in order to

answer question after listening. Finally, 20% of teachers push students to focus on certain details, maybe through raising the voice when something is important or write it in the board.

Q7. What kind of listening materials do you use?

a- listening passage

b- Video only

c- Records

Table 3.20 *Teachers' useful Listening Materials*

	Number	Percentage
a	2	8 %
b	1	4 %
c	1	4%
a+b	2	8%
a+c	4	16%
a+b+c	15	60%
Total	25	100%

As shown in the table above, the majority of teachers (60%) use different listening materials such as passages, videos, and records. Maybe they depend the use of them on the objective of the lesson. Other teachers (16%) stated that they use listening passages and records according to the lesson. 4% of teachers claimed that they utilize records, and the same for videos. Few teachers (8%) stated that they use listening passages and videos. We can deduce that teachers' choices depend on the objectives and the way that facilitates learning for students.

Q8. How could foreign language learner be competent listener?

Concerning this question, some teachers (60%) declared that through extensive practice by listening to native speakers' videos/ audios, also through reading, they will be competent

listeners. Some teachers (24%) said through listening and repeating after the teacher and being exposed as much as possible to the language. Few teachers (16%) said that the learner can be a competent listener when he becomes able to criticize, discuss, and give his opinion about the topic being discussed and listened to.

Section Three: Teachers' Perspectives toward the Impact of Note Taking on Listening Competence

Q9. Does note taking lead the learner to be a critical listener?

Table 3.21 *Note Taking Lead the Learner to be Critical Listener*

	Number	Percentage
a	23	92 %
b	2	8 %
Total	25	100%

Concerning the question (Q9), teachers who opted for "yes" option (92%) justified their answer stating that when the listener is selective in terms of what is important to be included in his notes, he is thus critical listener. From this point of view, we can deduce that the process of note taking is a process of selection of important ideas transmitted by the lecturer. Hence, the learner will listen critically to grasp what is important. Few respondents (8 %) opted for " no" option and claimed that note taking decreases the analytical capacity of the receiver since all his focus is on not missing important points. Maybe this small category did not assess students' level of competence after taking notes.

Q10. Note taking helps learners to become active participants in the classroom.

Table 3.22 *Note Taking help the Learner to become Active Participant in the Classroom*

	Number	Percentage
a	25	100 %
b	0	0 %

Total	25	100%
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With regard to the results in the table above, we can confirm that all teachers agree with the idea that note taking helps learners to become active participants in the classroom. Mainly since when taking notes the learner will focus and have feedback after he answer a question, participate in discussions, and solve problems in a creative way which leads him to be involved in the teaching/ learning process.

Q11. Does effective note taking enhance learners' listening competence?

Table 3.23 *Note Taking Enhance Learners' Listening Competence*

	Number	Percentage
a	25	100 %
b	0	0 %
Total	25	100%

As it was expected, all teachers confirm that note taking enhances learners' listening competence. They justified their answer by declaring that effective note taking makes learners develop their listening capacities through focus and attention, besides they resist distractions, find out areas of interest and evaluate the speech and take what they need. So, we can conclude that note taking leads to the development of listening skills since practice makes note taking perfect.

Q12. Does note taking help students in gaining study time?

Table 3.23 *Teachers' View about Gaining Study Time through Note Taking.*

	Number	Percentage
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a	25	100 %
b	0	0 %
Total	25	100%

With regard to the table above, all teachers agreed that note taking helps learners' to gain study time. They justified their answers that note taking helps learners when they are used to listen to natives it will shorten their time of listening and taking notes, it will not take time from them to listen and take notes, also this strategy works through summarizing long passages with abbreviations and sentences. So, long written texts in handouts will be shortened and time would be better consumed.

Q13. Do you agree that note taking has a remarkable impact on listening competence?

Table 3.24 *The Impact of Note Taking on Listening Competence*

	Number	Percentage
a	25	100 %
b	0	0 %
Total	25	100%

As shown in the table above, all teachers agree that note taking has a remarkable impact on listening competence. They justified their response by claiming that note taking involves the learner in the learning through listening process and this necessitates listening strategies and techniques to be involved. Also it is a must for learners to get the meaning of the lecture, select, organize and use ideas correctly in order to benefit from the listening session, and be a competent listener. So we can deduce that note taking is a means to understand and participate in the lecture and be motivated and involved.

Q14 Could you add comments that you see beneficial for the topic?

Only (72%) have added comments which can be summed up as follows:

- Note taking is a tool to practice foreign language not only inside the classroom, but outside in daily life. It helps to get acquainted to discuss a variety of topics with self-confidence to develop learners' autonomy and trustworthiness.
- The most effective technique of note taking is mind mapping.
- Teaching note taking strategies for foreign language learners became compulsory in all courses.
- Note taking is an important strategy that leads the learner to be competent, qualified, and successful.
- Note taking gives learners motivation to move to the next level in their learning and enables them to process and digest information they receive in foreign language classes.

3.5 Summary and Discussion of Findings

Results of students' and teachers' questionnaires showed that students consider taking notes as necessity and a reminder to organize ideas. They review it when preparing for exams. However, a minority of them see the task of taking notes as a hard one due to the lack of sufficient knowledge and time besides teachers' lecture speed. So, they believe that it is teachers' role to encourage them to do so since it leads them to focus on the lecture, be motivated to participate and be involved. In other words, we can say that note taking strategy enhances learners' listening competence since when the learner listens selectively, he will take effective notes.

Moreover the learner can be a critical listener by choosing the appropriate and adequate ideas to be written, and then it helps revision. According to students' results we can deduce that note taking reflects in efficient listening competence in the sense that it is among the strategies that improves listening competence since translating information through writing into our cognitive structures and schemata permits us to better interpret information and leads

the learner to engage in active and critical listening to evaluate the credibility, and worth of speakers' message to distinguish between facts and inferences and listen beyond the message.

In addition, teachers' responses from the analysis of their questionnaire revealed that they are aware that note taking is effective and successful strategy to develop second language learners' listening competence. They are also aware about their role as guides, and responsible for raising learners' awareness about the importance of note taking; they mentioned that it is also crucial to teach them how to take notes, and then encourage them to review their notes when preparing for an exam. Teachers agree that note taking should be integrated in the curriculum. According to them one of the ways to encourage learners' to take notes is to provide them with context stimulus (gap filling) to be completed while listening. Teachers assume that note taking strategy leads the learner to be critical listener, and active participant. Besides, it enhances learners' listening competence. We can deduce from teachers' responses that note taking has a remarkable role in enhancing learners' critical listening which is one of the characteristics to become competent listener. When the learner takes notes he stays focus and attentive to all cues in the lecture, he selects what is important to what is less important, he becomes motivated and feels involved in the lecture which leads him to be competent listener.

3.6 Pedagogical Implications

Based on the research results, there are many teaching implications to be emphasized to facilitate second language listening competence. The teaching of note-taking is beneficial to students' listening competence in academic contexts. For this reason note taking should be taught to make students use in a limited time while listening for a lecture. Several recommendations can be made for the effectiveness of using taking notes strategies during lectures:

For teachers:

- ❖ The first stage in designing a lecture is to set clear goals depending on learners' needs and lacks to encourage students to listen critically and give their opinions about what they hear.
- ❖ Teachers should select authentic materials that suit the objectives of the course.
- ❖ Teachers should employ methods such as: pausing during lectures and repetition to help students take notes.
- ❖ The teacher and the students should collaborate together to construct meaning. Moreover, the teacher has to support the learner to interact and be active participant in the lecture.
- ❖ Teachers should encourage their students to listen and take notes.
- ❖ Teachers should acquaint students with the different techniques of taking notes to progress.
- ❖ Teachers should vary their listening materials according to the type of the listening passage to make learners master their listening competence.
- ❖ Teachers should encourage students to listen critically and give their opinions about the topic being discussed.
- ❖ Teacher should provide an outline to help learners organize their notes.
- ❖ Teachers should encourage students to personalize their notes using diagrams, color codes and highlight key ideas.
- ❖ Teachers can provide students with tips sheets on note taking to make it an easy task.
- ❖ Teachers should allow time for students to compare their notes with those of their peers.
- ❖ Teachers can ask students to write summary on the lecture using their notes.
- ❖ Teachers can challenge students to retrieve things from their notes.

Based on the research findings, teachers should also pay attention to their accents because they hinder learners' process of taking good and effective notes. In addition they should verify

learners' notes and correct them so that they will be effective. To sum up note taking is a helpful strategy for providing a summarized version of the lecture to make the preparation of lectures easier.

For students:

- ❖ Students should be prepared to listen through reading about the topic being discussed.
- ❖ Students have to make their notes efficient and listen for the essence of the lecture.
- ❖ Students should take responsibility for their learning through developing listening and note taking skills.
- ❖ Students should look for patterns of organization in the lecture to take effective notes.
- ❖ Students should be active and self-dependent through taking notes and reviewing it for tests.
- ❖ Students should transform raw and non ordered notes into an organized product.
- ❖ Students should always go prepared to the classroom; do background reading to prepare for the class.
- ❖ Students should never be afraid to ask question, make comments or ask the teacher for repetition.
- ❖ Students should combine active and empathetic listening when he becomes actively and emotionally involved in the conversation.

Conclusion

This chapter is concerned with collecting real data about students' views, and teachers' perspectives concerning the impact of note taking on listening competence. The present study reveals that teachers recognize the importance of note taking strategy during lectures. However, there are some obstacles that hinder this process, such as the lack of knowledge about the note taking methods.

General Conclusion

The researcher inferred from the data obtained from the research that students are aware about the importance of taking good notes in enhancing their listening competence, as well as their academic achievement. However, they face problems when taking notes such as lack of knowledge about how to take notes, and teachers' speed lecture and some of them do not know how to manage time to listen and take notes simultaneously. We identified students' need to take notes since they consider it as a necessity to remember and organize ideas and to review them when preparing for exams. Thus this research sheds light on the role of teachers in encouraging students to take notes.

1. Teachers use different methods to motivate learners to take notes for example, they provide them with fill in the gaps tasks to be completed while listening which will improve their listening competence.
2. Mind mapping is the most used and preferred method for students since they use charts and arrows instead of writing blocks and missing important points.
3. Note taking while listening forces learners to listen carefully and pay attention to important ideas. In addition, the focus on teachers' tone of the voice and facial expressions helps them to capture unfamiliar names, terms and ideas.
4. Note taking strategy makes the learner a critical and selective listener. This leads him to be a competent listener since it motivates him to be involved and acts as an active participant in the teaching/ learning process.
5. Teachers believe that practice makes note taking perfect. It is their role to ask students to check their notes and fill in the gaps with their classmates or answer questions. In addition to asking them randomly to read their notes or to sum up the lesson.

6. Note taking enables students to develop their listening competence focusing on attention, storage and retention.
7. Note taking makes the learner attentive and selective while listening to store the valuable knowledge and review it when needed. Considering that note taking facilitates the progress of the listening competence, this paves the way for teachers to integrate this strategy into their courses and to encourage their students to take notes in a strategic way.

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Appendix 1

Students 'Questionnaire

Dear student,

This questionnaire is used for the purpose of a research. It is completely anonymous, we direct it to investigate the impact of note taking on listening competence. We would be so grateful if you could answer it. Thank you in advance.

ZENTAR BESMA
DEPARTEMENT OF ENGLISH
UNIVERSITY OF 8 MAY 1945
GUELMA

Listening competence: the process of comprehending the message and relating speech to prior knowledge and content to have sufficient skill and experience and be qualified.

SECTION ONE: Students' attitudes towards taking effective notes

1. According to you, note taking is:

- a) a necessity to remember and organise ideas.
- b) a tool to concentrate on a lecture.
- c) a means to improve your knowledge.

2. Do you face any problems when taking notes during a lecture:

- a) Yes
- b) No

If yes are they related to:

- a) Time management.

Appendix 2

Teachers' Questionnaire

Dear teacher,

This questionnaire aims at finding out teachers' perspectives toward the impact of note taking on listening competence. We would be so grateful if you would answer. Please put a tick(×) in the appropriate answer or write a full statement when necessary. Thank you in advance for your collaboration.

ZENTAR BESMA
Department of English
University of 8 May 1945
GUELMA

Listening competence: the process of comprehending the message and relating speech to prior knowledge and content to have sufficient skill and experience and be qualified.

Section one: teachers' perspectives toward note taking strategy

1. Do you agree that note-taking is an effective and successful strategy to develop second language listening competence?

Totally agree	
Partially agree	
Agree	
Neither agree nor disagree	
Partially disagree	
Disagree	
Totally disagree	

2. Do you teach learners how to take notes during the listening lecture?

a) Yes

b) No

if yes, please do mention the most efficient way.....

ملخص

يهدف هذا البحث الى تبيان مهارات و قدرات الطالب في تدوين الملاحظات معتمدا تقنيات و استراتيجيات خاصة و مختلفة وذلك لتمكين اكتساب الكفاءات الازمة و لهذا اعتمدنا طريقتين لجمع المعلومات الكافية لإثبات مدى اهمية هذه التقنية في تكوين مستمع ذو كفاءة. كذلك يهدف الى تبيان اهمية استعمال هذه التقنية في تطوير كفاءة السمع لدى طلاب اللغة الإنجليزية . و بغية تحقيق هدفنا اعتمدنا طريقتين لجمع المعلومات الطريقة الاولى كانت من خلال عمل استطلاع أسند الى طلبة سنة اولى و الطرح هو معرفة آرائهم حول استعمال تدوين الملاحظات و كيف تتم مساعدتهم و تشجيعهم من طرف الاساتذة لكسب هذه المهارة. أما بالنسبة للطريقة الثانية تمثلت في توجيه استطلاع الى الاساتذة و خاصة الذين سبق ان درسوا التعبير الشفوي و الإستفسار حول تدوين الملاحظات و أثرها على الطالب . النتائج أظهرت ان تدوين الملاحظات كتنقية ذات اهمية بالنسبة للأساتذة و التلاميذ معا و لهذا فهي تدرس جزء من البرنامج لتحسين مستوى التلاميذ في عملية كسب الكفاءة و تطوير المدارك السمعية

Résumé

La présente recherche vise à montrer l'importance de la prise de notes dans la compétence d'écoute des apprenants en langue étrangère. Il étudie la relation entre les deux variables et sensibilise les apprenants à l'importance de prendre des notes pendant les conférences. La recherche est fondée sur deux questionnaires pour recueillir des informations pour prouver l'importance de cette technique dans la formation d'un auditeur compétent. Le premier questionnaire attribué aux étudiants de première année langue Anglaise pour connaître leurs points de vue sur l'utilisation de la prise de note afin d'avoir comment sont encouragés par leur professeurs d'acquérir cette compétence.

Le deuxième questionnaire est attribué aux professeurs pour enquêter sur l'importance de prendre des notes dans le renforcement de la capacité et compétence de l'étudiant. Les résultats ont montrés que la prise de notes a un impact remarquable sur la compétence d'écoute des étudiants, alors cette stratégie est enseigné dans le programme.