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Enhancing EFL Learners' Listening Comprehension Through Note-Taking Strategy:

The Case of Second Year Students of English at the University of Guelma.

Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for the Master Degree in Anglophone Language, Literatures and Civilizations

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Dedication

We dedicate this work to our dearest parents who have provided endless support and encouragement along our study life.

To our brothers and sisters Skander, Yahya, Mahdi, Ahlem, Amina and her husband Hassen. We are truly thankful for having you!

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Abstract

Note-taking is considered to be one of the important strategies that help EFL learners to accomplish their academic goals especially during the listening tasks. However, a very little attention has been given to its importance as well as its instruction. Therefore, the main concern of the present study is to investigate the existence of a positive relationship between note-taking strategy (NTS) and listening comprehension skill(LCS). The current research has been conducted through a quantitative descriptive-analytic method in which questionnaires for teachers and learners have been administered in order to find out the different problems learners face while listening and how note-taking can be an appropriate solution. The research was conducted with a sample of 130 students from a population of 200 and 15 FL teachers from the English department of 8 Mai 1945 University (Guelma); they have been chosen randomly. The findings indicate that indeed learners encounter many difficulties while listening including speech rate, accent and unfamiliar vocabulary of the target language. From these results, it is concluded that there is a positive link between note-taking and listening comprehension skills only when teachers and learners are aware about the usefulness of this strategy in improving this demanded skill; listening. Eventually, it is recommended that teachers should encourage their students to rely on various types of note-taking so that their ability of recording information and taking accurate notes while listening could improve.

List of Abbreviations

DVD: Digital Versatile Disc

ELL: English Language Learners

EFL: English as a Foreign Language

FLL: Foreign Language Learning

L1: First Language

L2: Second Language

LMD: License-Master-Doctorate

TV: Television

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Introduction

In academic learning, the first step toward success is to be able to master the four language skills. Thus, learners are supposed to possess these four skills to cope with the learning of the second language. The most important part of communication relies on the ability of listening well to participate effectively in different situations. Consequently, listening comprehension has become one of the areas of research that raised a considerable attention in the field of foreign language pedagogy.

As a comprehension skill, listening provides learners with a large amount of input while acquiring and developing a foreign language. In other words, in the listening process, learners ought to comprehend what has been said, retain information in memory and recall it when it is necessary. Listening is not simply receiving spoken message; rather, it is a complex cognitive process in which listeners depend on their linguistic and non linguistic knowledge to reach the intended meaning. Without understanding the input appropriately, learning cannot be improved. Thus, one way to solve the problem of misunderstanding is to expose learners to varied listening techniques of which note-taking is one.

Note-taking is a powerful aid to communication that helps in recording important information. Studies on the field addressed various benefits of note-taking in the listening process since it increases learner's interest and motivation and helps them to understand better. In the overall sense, note-taking gives the learners the opportunity for recognizing, developing personal interpretation of new materials they are exposed to. However, little research is done on note-taking during listening activities and its effect on learners' listening comprehension.

The present study attempts to investigate the importance of note-taking in developing EFL learners listening skill because the primary aim of learning any foreign language is to use it in communication.

1. Statement of the problem

Many researches indicate that a lot of factors may be the reason why EFL learners face difficulties in listening. Learners' lack of practice and their unawareness of interrelationship between the listening skill and some learning techniques are the main factors.

Results of a pre-interview (appendix 1) that has been made with teachers and learners in the Department of English at Guelma University indicated that the majority of EFL learners face difficulties in the process of listening. They declared that, the major listening difficulties are due to: speech rate, accents, unfamiliar vocabulary, and failure in remembering the content of the listening material. One way to alleviate these problems is to raise teachers' awareness about the importance of note taking strategy so that they could encourage their students to adapt and rely on this technique for better comprehension.

2. Aim of the Study

The main concern of the present study is to show the impact of note-taking on students' listening comprehension skill and demonstrate how important listening is in classroom. In other words; the topic aims at attracting the attention of FL teachers as well as learners to boost student's achievement in listening through note-taking.

3. Research Questions

In order to know the great importance of note taking in improving the learners' listening skill, the current study seeks to find reliable answers for questions such as:

- What are the difficulties that EFL learners encounter in listening?
- What kind of materials and strategies are used to improve EFL's listening skill?
- Are teachers aware about the importance of note-taking in improving students' listening skill?
- Do teachers encourage their learners to apply note-taking techniques in classroom?

- To what extent do note takers think about the benefits of note-taking in facilitating listening comprehension?
- Is there any significant relationship between students' listening skill and note-taking strategies?

4. Research Hypothesis

In the current research we hypothesize that if teachers and students are aware about the benefits of note-taking on listening comprehension then students' listening proficiency would be developed.

5. Research Methodology and Design

5.1. Choice of the Method

This research relies on a descriptive-analytic method for the purpose of giving a general description of both listening skill as learning problem, and note-taking as an appropriate strategy in reducing its difficulties as well as analyzing teachers and learners attitudes and views towards the topic under investigation.

5.2. Participants

Within the current research, 130 second year LMD students have been chosen randomly out of 200, with 15 teachers in the Department of English at Guelma University to be the subjects who participated and provided their views about the topic. The choice of this sample is due to the fact that second year students are more experienced with listening tasks than first year students. Teachers also took part in this investigation because they contribute positively in motivating their learners to use note-taking as a facilitative tool by stressing on its importance and benefits in improving the learning quality especially while listening.

5.3. Data Gathering Tools

The data-gathering tools used in this study are: a pre-interview to confirm the existence of the problem and two questionnaires for teachers and learners to confirm the hypothesis. This

tool was chosen to gather information about the techniques followed by teachers in the listening task and their lack in meeting learners' needs, to discover students' difficulties in listening and to figure out the expected results about note-taking as an effective strategy for enhancing learners' listening ability.

6. Structure of the Study

The current research is based on three chapters; the two first ones are theoretical whereas the last one is practical. In the first chapter, an overview is made to discuss the importance and the different aspects of the listening comprehension as a tool for understanding, facilitating language learning and developing various listening strategies. The second chapter focuses on the importance of note-taking strategy on remembering lecture content and raising students' attention and retention of academic discourse after understanding its different aspects and format. Also, the main point that this chapter focuses on is to show the efficacy of note-taking technique while listening to lectures in class and its role in improving EFL listening comprehension skill which is the basic of this study. The third chapter seeks to analyze both teachers' and students' attitudes toward the effect of note-taking strategy on listening skill through two anonymous questionnaires, distributed to confirm or reject the research hypothesis. This chapter ends with some recommendations addressed to both teachers and students. This research is initiated by a general introduction and ended with a general conclusion.

Chapter One

The Listening Skill

Chapter One: The Listening Skill

Introduction

Listening is considered as one of the most important skills in second language acquisition. Although it is well recognized as a critical dimension in language learning, it remains one of the least understood processes since a considerable attention has been given to the other three language skills (reading, writing and speaking).

Listening comprehension is at the heart of language learning. In spite of the fact that learners want to understand second language (L2) speakers and want to comprehend a variety of L2 materials, many of them face significant difficulties in listening comprehension. Depending on the pre-interview that has been carried in the department of English at Guelma University with both teachers and second year students, it has been noticed that the majority of the learners face problems in developing their listening skill.

On the basis of the results of a pre-interview that has been made with both teachers and second year students, it has been recognized that learners encounter barriers in interpreting the received message because of their limited knowledge of vocabulary. Consequently, they lose concentration while listening as they simultaneously seek to clarify ambiguous words. In addition, these difficulties are related to the fact that the learning process pays more attention to structure, writing, reading and vocabulary. In other words, listening is not an important part of many course books or syllabuses and most teachers do not attach importance to listening while preparing their lesson plan believing that it will be developed naturally within the language learning process and it will be learnt unconsciously.

This chapter reviews a variety of recent researches in order to gain a better understanding of the nature of listening comprehension by providing a basis for creating more effective listening instruction. The main concern of this chapter is the listening skill and its importance in EFL learning, the reasons behind listening, the main sources used for this skill, and the

techniques and strategies followed during the listening tasks. Eventually, one of the major points that this chapter investigates is the difficulties the students are supposed to face while listening.

1. Definition of the Listening Skill

As a receptive process, listening has received various definitions by different scholars.

Downs (2008, p .1) defines listening as the process of making an effort to receive construct meaning from, and respond to spoken and/or nonverbal messages. Individuals are always in the state of listening when they are actually just hearing.

According to Vendergift (2002), listening skill in general is a process of receiving sounds, words and sentences; comprehending the intended meaning and generating ideas relying on either listeners' previous experiences or the surrounding context. He adds that listening is an invisible mental process which is difficult to be described, and he argues his view saying: "it is a complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain and interpret it within the immediate as well as the larger socio-cultural context of the utterance". (p.168)

Lynch and Mendelsohn (2002) support that: "Listening involves making sense of spoken language, normally accompanied by other sounds and visual input, with the help of our relevant prior knowledge and the context in which we are listening." Brownell (2006) (as cited in Atef, 2014) adds saying that the terms hearing and listening are often used interchangeably in everyday life, but in order to learn how to listen effectively, it is important to understand the differences between the two activities in which hearing is regarded as psychological in nature, whereas listening is a psychological act. In other words, being able to hear has very little to do with listening skills. Although listening requires hearing, it is more than processing sounds since individuals with some hearing loss might actually be more

competent listeners than individuals with normal levels of hearing, i.e. someone may hear very well but be a very poor listener.

In the light of the previous definitions, the research adopts the following definition: Listening is an activity that may take many different forms for different people and it is only accomplished through constant effort in which students will be able to take in information as well as respond in discussion type settings. So, listening is the ability to accurately receive and interpret messages in the communication process.

2. Place of Listening in Foreign Language Teaching

Wilson (2008) states that a greater focus was given in the past to reading and translating, rather than listening in foreign language learning. It is not until the 1990's when the listening skill became a basic initial skill since people tended to learn both L1 and L2 in relation to the involvement of other fields including linguistics, psychology and anthropology. Wilson (2008) adds spying to be another contributor in foreign language learning. In the World War II, the US soldiers received training courses to learn foreign language on the basis of its grammar and vocabulary, but their skills were not sufficient as they faced obstacles when spying on their enemies. This is why, authorities realized the need for a new methodology, and this leads audio-lingualism to emerge.

According to Harmer (2001, p.79), the idea of audio-lingualism is based on a psychological theory called behaviorism, in which the subject responds to certain stimulus in order to get reward or reinforcement. In language learning, students are introduced to recorded dialogues from the target language and then they keep repeating the patterns till they learn them. The main principle of audio-lingualism in language learning is to listen and repeat until mastering the language.

Opposing the behaviorist beliefs, Noam Chomsky puts forward the idea of generative grammar in language learning meaning that language is not limited in a finite number of

sentences because people have an innate ability to produce an infinite number of sentences and vocabularies. With the salability of Chomsky's idea, audio-lingualism's days finished and changed by a more humanistic view. The importance of listening in studying a foreign language received a great attention by Krashen's ideas later as he believes that languages acquisition depends on comprehending and understanding the heard messages (comprehensible input). (Ziane, 2011, p.7)

In this context, the teaching of the listening skill dates back to Second World War era. Then, it becomes an integral part in foreign language teaching after several studies focused on its importance because one cannot talk about the mastering of a second language without mentioning listening first. Researchers focused on pragmatic skills to include listening as well as reading, speaking, and writing. Furthermore, theory building and curriculum development on listening comprehension were done to explore the intricacies of this complex process. Thus, aural comprehension in second or foreign language acquisition became an important field of study.

3. Importance of the Listening Skill

Mendelsohn (1994, p.9), argues that listening is regarded as the Cinderella of L2 learning because it has been neglected; then, it starts to be given a greater importance. Hence, it has emerged as a major focus for second/foreign language curriculum. He also insists on the necessity of teaching the listening skill as well as its materials and strategies because of their greater importance in L2 learning. Rost (1994) as cited Ziane (2011, p. 11) also announces that listening comprehension has a crucial role in foreign language instruction due to the fact that it is a process by which we get information and understand it, otherwise learning cannot occur.

To sum up, the listening skill is very important in second language teaching as it contributes in the development of the other language skills. In addition to the gathered

information from listening, learners' pronunciation and accent would be improved, and their difficulties in listening would be overcome.

4. Active Listening

Active listening is a communicative skill that allows the participants to be engaged in a conversation in which they understand and cooperate with each other. Brent and Anderson (1993,p.123) believe that good listeners:“actively process information, make pertinent comments, and ask relevant questions”. An effective listener should be attentive to what s/he is listening to, not to interrupt the speaker and interfere just when it is appropriate giving for example comments or suggestions.

Similarly, active listening is important in the classroom especially when the teacher practises it with their learners. It develops their comprehension and stresses their importance in the classroom so that their behavior and participation improve. So, students would be able to effectively process information and use their background knowledge to make sense of notions and generate new ideas.

5. Ways and Reasons for Listening

5.1. Ways of Listening

According to Harmer (2001), the basic requirements for listening are to employ the prior knowledge or what is referred to as schema and deploy a series of receptive skills in order to make sense of any piece of discourse and determine its purpose. He explains that, when listening, individuals hold mental representation of certain situation that they have already experienced. Consequently, their schemata knowledge is automatically activated, and it becomes easy for them to recognize what is heard. This schemata function as a reminder of all what is already acquired and learnt. For instance, when learners are attached to a spoken text, the schemata knowledge identifies the genre of the text to predict the form easily.

He finds that, an efficient spoken communication is based on the shared schemata between the participants (listener and speaker). However, different pre-existing knowledge makes comprehension more difficult. Similarly, foreign language learners encounter difficulties in learning a language because of the different cultural background knowledge of both native and foreign language. Therefore, intensive efforts are needed to achieve comprehension. (p.200)

To sum up, the listening skills are not only about knowing the language, rather they necessitate a link between the prior knowledge and the new one to succeed in interpreting the conveyed message of a conversation or a piece of text. The common experiences between the interlocutors about a given topic allow them to communicate effectively and maintain the continuation of the conversation as they keep predicting what is coming next.

5.2.Reasons for Listening

The reasons for listening can be divided into two broad categories. The first one is the instrumental reason when listening appears in order to obtain a clear and specific aim. For instance, FL learners listen to gather information for general comprehension and to participate in conversations. As a result, learners will develop their knowledge of the target language. The second one is the pleasurable reason in which listening can take place outside the classroom; people listen to talk radio, songs, comedy tapes and programs for entertainment. The two categories are interrelated due to the fact that the instrumental listening can be pleasurable too. It is the case when learners are exposed to native speakers' conversations but in a funny way, their motivation and interest to listen more increase. (Harmer, 2001. p. 201)

To summarize, listening skills purposes are not only limited to getting information from speakers 'or teachers' input, but also giving the learners the ability to store much vocabularies and items helping them in language production (the output).

6. Listening Process

To achieve an effective communication, the listener needs to have a clear understanding of what comes to his/her ears. This understanding is not only limited to the combination between sounds and meaning but also, it emphasizes much more on deducing the meaning from the surrounding context. (Poelmans 2003, p.10)

Lyman Steil, Larry Barker &Kittie Watson (1983) (as cited in Atef, 2014, p. 48), consider the following activities as essential to the process of listening:

6.1. Sensing: is receiving verbal and nonverbal messages.

6.2. Interpreting: is about understanding the message.

6.3. Evaluating:is storing facts, information that can be verified, from opinion. It is also about concurring or rejecting the speaker's message.

6.4. Responding:is reacting with verbal and non-verbal cues to the message.

In short, both speakers and listeners play an important role in constructing meaning when they interact with each other via verbal or non-verbal messages. Their comprehension depends on an exact interpretation of intonation, tone of voice and body gestures.

According to Poelmans (2003, p. 10), There are four sub-processes that cover the listening comprehension process:

1- Hearing: is about receiving the auditory sounds or non-speech sounds (perception).

2- Categorization of sounds: is about arranging the received sounds in terms of how the sound is classified in the language.

3-Word recognition: is the process of perceiving the symbols of one's spoken language in terms of its linguistic units

4- Comprehension: is the process of making sense of words, sentences and connected texts.Listeners typically make use of vocabulary and grammatical knowledge helping them in understanding the spoken text.

According to Harmer (2001, p. 201), there are two distinct ways of processing information. He states that: "In metaphorical terms, this can be linked to the difference between looking down on something and on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features".

6.1. Bottom up Process

Flowerdew and Miller (2005, p. 24) explain this process as follows:

“Listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them.”

In this context, the bottom up process focuses much more on what is heard. Learners study each linguistic element separately (sounds, phrases, words and clauses). Then, they combine them to get the intended meaning.

6.2. Top down Process

According to Rumelhart (1980, p. 41), this process moves from general to specific. It is based on hearing as listeners tend to interpret what is heard depending on their background knowledge. So, the Top down process is related to learners' previous knowledge in order to understand a given passage. Due to this background information, it is easy for them to predict what is coming next.

As a comparison between the two processes, Anderson (1988) describes listeners in both models: “Listener as tape recorder and listener as active model builder.” (p. 9). As indicated in this quotation, the top down listening is more efficient and effective than the bottom up because in the first one the listener is going to decode the meaning of the passages depending

on his previous knowledge. Whereas, in the second model, the listener is going to take a long time in moving from smaller units to larger ones to fulfill comprehension.

6.3. Interactive Process

Peterson (1991) argues that the previous models are complementary because they allow together the interaction of phonological, semantic, syntactic and pragmatic information saying that: "...proficient listeners use their knowledge of lexis and topics to the confusing sounds in the speech stream...On the other hand; they also use their basic decoding skill to check the process of the argument." (p.110)

Pedagogically speaking, the interactive model has an important role to satisfy learners learning styles since experienced learners are more comfortable with the top down process due to their mastering of the basic linguistic systems focusing on applying the schematic knowledge, while others prefer the bottom up strategy.

According to Wilson (2008) as cited in Guettal (2011, p. 8), the process of comprehension is achieved only if listeners experience certain learning situations. He also mentions that there is a debate concerning the reasons behind committing errors in relation to the two processes. From one side, some believe that the bottomup is responsible for learners' listening mistakes when they fail to hear the correct terms. On the other side, others indicate that listeners' schemata make them confused and ban them from deciding about the appropriate words in their appropriate content.

7. Types of Listening:

7.1. Types of Listening in General

As cited in ziane (2011), Simond and Cooper (2011) believe that there are five types of listening depending on a given situation.

7.1. Informative Listening

The purpose behind the listening process is to achieve a full understanding of the speaker's intention; i.e. when the listeners accurately interpret the received message, they may construct the exact intended meaning.

7.1.2. Relation Listening

This type of listening aims at building relationships with people in which, the listeners tend to understand others needs and feelings in order to help them to overcome their troubles. The relationship between a psychologist and his patient can be the best example for this situation.

7.1.3. Appreciative Listening

People listen for different purposes .They consider the task of listening to music, jokes, or ironic speech as a source of relaxation and entertainment.

7.1.4. Critical Listening

In this type, listeners analyze others works and examine their validity and reliability to provide criticism and comments such as listening to politicians.

7.1.5. Discriminative Listening

It is the most important type of listening that is considered as the essence of the previous types. According to this type, the listeners distinguish the various meaning of a given utterance depending on its rate, volume and pitch.

7.2. Types of Classroom Listening Performance

In his book "Teaching by principle" (2001, p. 255), Brown identifies six types of listening performance that help teachers to teach the listening skills:

7.2.1. Reactive

This type of listening requires learners to listen to some utterances focusing on the surface structure including pronunciation to be frequently repeated (drilling).This process is not interested in generating meaning but rather to respond to a certain stimulus to communicate.

7.2.2. Intensive

Teachers use different listening strategies that focus on the speakers' utterance components (phonemes, words, intonation etc) to allow their students to select parts of the spoken language. In order to fix the important elements in the students' mind, the teacher repeats them on purpose. Then, he exposes the learners to a listening task and asks them to recognize intonation, stress, or grammatical structure in a sentence.

7.2.3. Responsive

In a given task, the teacher assesses his learners' responses by providing them with a portion of his talk and expecting them to replay. For example asking them to do something or checking their comprehension through questioning.

7.2.4. Selective

When listening to a longer piece of language, the students are not obliged to deal with everything that is said, however, they select the important ideas. In other words, they will scan specific information as names of people, dates, events, locations etc .

7.2.5. Extensive

The extensive performance is different from the intensive one in terms of comprehension. The extensive process can deal with longer passages and cover a global understanding through some interactive skills such as note taking. Whereas, in the intensive one, it is impossible to study each element separately in lengthy stretches.

7.2.6. Interactive

The interactive listening performance can be the combination of the five previous types. In few words this types is about the interchangeable communication between the speaker and the listener.

Finally, to improve the students' listening skills and to fulfill the comprehension of the spoken language, learners should be aware about the six listening performance types since each purpose of listening can be related to one or more types.

8. Stages of Listening

In second language learning, both teachers and learners play crucial roles when they are involved in the listening process. The latter consists of three stages:

8.1. Pre-listening Stage

Before listening, learners should have a general overview about what they are going to tackle in the next stage. To make the task easier for learners, the teacher first has to revive the students' previous background knowledge (schemata) through brainstorming. This means that, when the teacher gives them a word, they start generating numerous ideas about it. Also, s/he may also show them pictures related to the content or ask them to read passages that contain dialogues from real-life situations. The second way to be prepared for the listening activity, the teacher orders his/her students to carry out a research by themselves about a given topic. (Wilson 2008) as cited in Ziane (2011, p. 13).

Field (2002, p. 243) shares the same ideas already tackled by Wilson concerning the pre-listening activities. He adds: "A long pre-listening session shortens the time available for listening" and he suggests two pre-listening purposes which are: first, matching the new learning situation with the ideas already gathered from the brainstorming process. Secondly, encouraging learners to predict what they will hear next.

8.2. During Listening Stage

In this stage, students are in the state of listening when they are engaged in different tasks given by the teacher. They listen to the content once to have a general idea as they can listen several times for specific information or answering teacher's questions. (Wilson 2008)

According to Field (2002, p. 244), during the listening task, EFL learners do not consider all what they hear until they become risk takers when they deduce the meaning from contextual cues relying on the already identified words.

8.3. Post-listening Stage

Davis and Pearse (2002, p. 77) indicate that the learners after the listening stage, will be able to link their previous ideas with what they have listened to. As a result, they will improve their listening skill as well as they will be able to shift to another language skill.

Field (2002, p. 245) assumes that, after listening, learners will be able to categorize words according to the language functions such as: picking appropriate words for apology, invitation or suggestion.

To summarize, both teacher and learners contribute in making the listening process more efficient through its stages. First, the teacher motivates learners to retrieve their past experiences about a particular topic before starting listening. Second, learners attempt to listen to a record, for instance, once or several times depending on their listening purposes, or for reducing anxiety. If learners fail to grasp the meaning of the passage even if it is frequently repeated, the problems here can be due to other factors which are not related to repetition. Finally, they match their own knowledge with the new acquired one to get the full understanding of the message.

9. Listening Sources

During the listening process, learners are introduced to different learning materials either inside or outside the classroom. Wilson (2008) set the most available and useful techniques:

9.1. Student Talk

In the classroom listening session, students are engaged in a group work to discuss different topics. To guarantee that students are discussing what they hear and keep them more

focused, the teacher organizes a set of activities and informs them that they will be asked, for instance, to summarize the main ideas of the topic discussed .

9.2. Teacher Talk

Teacher talk is the most effective source of information because s/he is considered as the only source of input in the absence of other listening materials. Also, s/he has the ability to manage the classroom, attract students' attention and control his/her language performance; s/he may repeat important ideas or terms, and speed up the useless ones. An efficient teacher requires a preparation of what he/she is going to introduce. This talk should be taken from real life situation so that listeners focus more. Or it can be a sort of comments that open a kind of discussion between both the teacher and the learners.

9.3. Guest Speakers

Guest speaker is another listening material in which students listen to native speakers. This source of input gives them the chance to be directly attached to the foreign language as well as its cultural dimension and allows them to interact by giving questions or opinions.

9.4. TV, Video, DVD, and Radio

These authentic materials have many advantages in increasing EFL learners' listening comprehension as they present the whole context including all what accompanies sounds such as: colors, images, and gestures. It is worthy to mention that those materials are controlled by the teacher; in case of missing important words from a video or a DVD, he/she can replay it again for his/her students. Moreover, they can develop their English language by listening to radio or watching English TV channels.

9.5. Songs

Sometimes, the teacher relies on songs in order to make his/her learners more relaxed and motivated to listen. This technique focuses much more on improving students' pronunciation

through the repetition of some phrases from the lyrics. Besides, it enriches their vocabulary that would be used in other contexts.

In short, it can be said that the above mentioned sources contribute in making the listening process more effective and successful. In other words, learners use these technologies to develop their listening abilities and learning capacities in general so that they would be able to achieve their listening objectives.

10. Listening Difficulties

Before and during the process of listening, learners encounter several problems that decrease their comprehension. Consequently, both teachers and learners should pay a special attention to the factors that influence negatively the processing of speech. According to Bingol et al. (2014), the sources of these difficulties can be summarized in the following:

10.1. Quality of the Recorded Materials

Although the development of technology reached its peak, many schools and institutions still lack teaching equipments such as: computers, data projector, smart boards, etc or they possess materials with a bad quality. When learners listen to tape recorders or videos with weak sound system, their understanding will be affected.

10.2. Cultural Differences

In second language learning, listeners succeed in interpreting and understanding the spoken message when they have a considerable amount of cultural knowledge of the target language. However, if the teacher gives his/her students a passage about the Passover Seder Day ,for instance, and does not explain the cultural reference of that term which is not common in their native culture, students will be lost and comprehension will not take place.

10.3. Accent

Learners, who are not familiar with both British and American accents, seem to face a significant reduction in comprehension. But if they are taught the two accents and they are

knowledgeable enough about stress, rhythm and intonation of words (prosodic features of the English language), they would make sense of what they are hearing.

10.4. Unfamiliar Vocabulary

Learners cannot recognize unfamiliar words because of their limited vocabulary. Thus, they would face many barriers in interpreting the intended meaning. Students who do not know the meaning of a word, they would be blocked when they try to put them in their appropriate context.

10.5. Length and Speed of Listening

Less advanced learners find it difficult to understand lengthy listening texts and keep the main ideas in their minds. As a consequence, shorter ones make their understanding easier and keep their concentration alive. Another problem is that listeners fail to catch all the important words as the speaker goes faster when speaking. This is what creates gaps in their listening comprehension.

10.6. Physical Condition

There are many external factors that paralyze students' comprehension in the listening session. Notably these factors are directly related to the classroom. It is the case when either the classroom is overcrowded or, the students are badly arranged in the classroom. In returns, noise takes place and they absolutely lose concentration.

11. Teacher's Role during a Listening Course

According to (Wilson 2008), within the classroom, the teacher has many roles to perform in order to facilitate the listening task for his learners.

11.1. A Tailor

In this context, the teacher is compared with a tailor because he always tries to look for listening tasks and strategies that fit his/her learners' level to perform better.

11.2. A Story Teller

The teacher does not only rely on the different listening materials during listening rather, he is considered as the best source of input .That is to say ,the teacher frequently updates his/her knowledge and tries to convey it in a more simple , easy and interesting way to satisfy all learners' lacks and needs while listening.

11.3. An Engineer

The teacher should be knowledgeable about the use of ICTs in the classroom during listening to overcome all the problems he may face by checking which equipment works, the way it works and fixing the damaged materials to save time.

11.4. A Spy

One of the teacher's roles is a spy. He always tends to study his/her learners behavior through implicit observations that can be analyzed later .Also, he /she works hard to discover to what extent they have mastered the language by asking questions such as: Are they in need for further clarification? Are they capable to understand the listening material? And so on.

11.5. A Doctor

The teacher is responsible in diagnosing the listening difficulties, providing cure to overcome misunderstanding of what is heard and intervening to get every students out of his trouble.

All in all, it can be said that listening activity is not an easy task to be mastered by the learners. So, it is the teacher's responsibility to make listening more interesting and enjoyable by playing different roles within the classroom.

12. Strategies of Listening Comprehension Skills

Many scholars emphasized the importance of teaching the listening strategies in developing students' comprehension. Vandergift (1999, p.176) claims that "Strategy development is important for listening training because strategies are conscious means by which learners can guide and evaluate their own comprehension and responses". Different researches find that

there are three strategies (cognitive, metacognitive and socio affective) which are used interchangeably according to learners' language level. (Conrad, 1989; O'Malley&Chamot, 1990; Rost& Ross, 1991).

Before dealing with the listening strategies, it is necessary to know about the learning strategies. Oxford defines them as: "procedures used by learners to improve their learning" (1990, p. 1). For Chamot: "learning strategies are techniques, approaches, or deliberate action that students take in order to facilitate the learning and recall of both linguistic and content area information" (1987,p.71)

On the basis of the previous definitions, the learning strategies are tools consciously used by the learners when they are involved in differentactivities to make the learning process more efficient and successful. In other words, the teacher makes his/her learners aware about different actions that help them in understanding and performing tasks.

12.1. Cognitive Listening Strategies

One of the important strategies which are used in assisting students with their learning problems precisely while listening is the cognitive strategies. According to O'Malley and Chamot (1990) as cited by Vandergift (1991, p. 170) Cognitive listening strategies are procedures and techniques used by learners to manipulate the listening materials through practice relying on teachers' instructions. For Oxford (1990, p. 128), this listening strategy is associated with reasoning, analyzing, summarizing, and practicing. Another research by Bingol, Celic, Yildiz and Mart (2014, p.2) supports that this strategy is connected to comprehension because it enables learners to understand the content by guessing the meaning from the context. Therefore, it is seen as a problem solving technique when learners summarize, memorize and connect details through repetition.

Depending on what is already discussed, it can be said that this strategy is heavily connected to the top down and the bottom up processes to achieve comprehension. The latter requires

both listeners' prior experience and familiarity of the context, and their knowledge of target language features.

12.2. Metacognitive Listening Strategies

When learners fail to understand a given listening material, they rely on methods that help them to process the information effectively. Wenden defines them as: "The strategies that can be used to regulate learning, i.e., plan, monitor, and evaluate the range of cognitive strategies used to learn." (1987, p. 160)

Before being involved in the process of listening, listeners should set their learning goals including: identification, general comprehension, specific information, orientation or replication. Then, they should plan for the language tasks and discover the areas of difficulties to be avoided or to be solved (Lund, 1990). In addition to this, Chamot considers monitoring as the most important task in the metacognitive listening strategies "stating that learners need to learn to continually monitor (or notice) their degree of comprehension and try to define what the source of difficulty can be." (1995, p.158) i.e. learners ought to be aware about the areas of difficulty in L2 listening by controlling the degree of comprehension. She indicates that evaluation also has a crucial role in metacognitive listening strategies because it helps the learners to decide about the effectiveness of the already used strategies; otherwise, they should change their plans, goals or strategies.

Wenden (1998) suggests some advantages of the metacognitive strategies such as: implementing the strategies in listening tasks, developing students' self confidence so that they become more independent, assessing their learning comprehension, improving their problem solving skills and making the listening process faster and easier.

To sum up, listening comprehension is obtained through the metacognitive strategies including: goal setting, planning, monitoring errors and self evaluation to regulate and direct

the language learning process as well as enriching learners' experience. Consequently, these strategies should be taught so that learners would be able to use them in the future.

12.3. Socio-affective Listening Strategies

According to Vandergift (1997) as he cited (1999, p. 170), a third category, socio-affective strategies, is put to describe the learning process. It is the situation when learners use asking question strategy to discover new areas in the text or to look for further clarification. Besides, they work in pairs or groups to secure anxious ones, exchange information and motivate them to develop a positive attitude toward the listening task.

Consequently, the three strategies should be taught by the teacher so that they will be consciously used by the learners to facilitate the listening comprehension when they are involved in different activities. In other words, good listeners are able to use all the previous strategies to understand the different listening materials successfully.

13. Tips for Effective Listening

For better understanding the listening materials, learners ought to follow some steps to facilitate this task for them. Atef Mohammed (2014, p. 42-43) suggests that to improve students' comprehension through active listening, they should follow some techniques to maintain a successful communication:

13.1. Pay attention

The listener should show his/her attention by sitting straightly, looking at the teacher directly, avoiding being distracted by environmental factors and being attentive to teacher's body language.

13.2. Show that you are listening

The listener uses his own body language and gestures to show that s/he is interested through keeping eye contact, smiling, using other facial expressions and encouraging the speaker to continue with some verbal comments.

13.3. Provide feedback

The listener's role is to comprehend what is being said through paraphrasing the teachers' main points, asking him questions to clarify more and taking his comments into account.

14.4. Respond appropriately

The listener should respect the teacher's view and not to embarrass him and not to impose his/her opinion. He should also treat him in a respectful way even if s/he launches a complaint against his students.

The discussed factors help in improving the listening comprehension skills as both of learners and teachers practise their duties perfectly within the classroom. Thus, the teaching/learning process occurs in a more comfortable and relaxing atmosphere.

Conclusion

To conclude, listening is vital not only in language learning but also in daily communication. As a result, it is considered as a highly integrative skill. It plays an important role in second language learning and teaching, allowing the improvement of other language skills. For these reasons, learners should be aware about the effectiveness of the listening comprehension strategies' deployment in EFL classes that helps students to understand the language input they are receiving. The teachers' important role in teaching these strategies and showing how to apply them appropriately into the listening task should not be forgotten. As a result, this chapter discusses different aspects in relation to the listening skills so that teachers become aware of this skill, put much importance on it, and work on improving their learners listening abilities.

Chapter Two

Note-taking Strategy

Chapter Two: Note-taking Strategy

Introduction

Within the learning and teaching process, students generally encounter difficulties when they are involved in tasks that focus much more on comprehension. Therefore, researchers are interested in developing new techniques and methods that help teachers and learners to achieve their teaching/learning objectives.

Based on the previous studies that have insisted on the efficacy of note-taking, the present study suggests note-taking as a popular and operative strategy which increases the students' ability to comprehend. Thus, it is necessary to teach the note-taking strategy to EFL listening classes due to the fact that taking notes can help students to catch the main points easily, remember them and keep the materials in mind as it promotes their listening comprehension effectively.

Note taking is one of the most difficult things for a student to do effectively. It can be complicated for them to know what to write down, what important or relevant information is, or how to structure their notes to be used later. It is worth noting, consequently, that this chapter shed lights on the reasons behind taking notes, how best to do so (tips), and how to use them effectively to improve students' skills and make the taking notes truly useful.

The current chapter ends with an investigation on the relationship between taking notes and second language academic listening comprehension. As many researchers agreed on the efficacy of note-taking in developing the listening skills, they conclude that the more students learn how to take notes, the more they are able to become active listeners. Therefore, by learning how to take notes and actually taking notes during listening, students can do much better on their academic life.

1. Definition of Note-taking

An increased emphasis has been placed on developing and modeling new teaching strategies to increase English language learners (ELL's) proficiency and academic competence. Note-taking is considered as one of those effective strategies. It has been defined differently by many scholars.

According to Dewitt (2007), note-taking is defined as "an external memory aid that refers to writing a brief record of information to be remembered". It is believed that note-taking is not just an act of writing down information but also; it is a technique that helps to remember and reuse the written ideas and words.

Nakayama et al. (2011) state that: "Note-taking is a commonly used and time-honored skill, employed in all types of learning situations, even in higher education". Rafoth, Leal, & DeFabo (1993) define note-taking as a strategy that involves two processes in which the students are required to listen to the information, and then write them down in an organized way.

Marzano, Pickering, & Plock (2001) assume that note-taking encourages students to select important information from less important ones, continuously add other notes, and revise them as their understanding progresses. Whereas, according to Ozbey (2005, p.88), note-taking is a process that involves cognitive abilities; it is based on various steps which are: listening, comprehension, analysis, selection and writing in the form of notes.

Piolat, Olive & Kellogg (2005, p. 292) as cited in Saklofske et al. (p. 594) define notes as a written summary of a given source material which is taken while listening, studying or observing. In this sense Carrell et al (2002) agree on the common characteristics of note-taking assuming that notes should follow a logical order to be easily understood and implemented, notes should be clear, complete, and paraphrased to facilitate memorization. Thus, many studies have been conducted in order to investigate the effectiveness of note-taking in EFL classes to be adapted as an alternative tool.

The present study adapts the following definition: Note-taking is a method used by students to enhance the learning process; it mainly includes the students' recording information from the teacher's lectures or from written materials. It is mainly used in order to stop students from losing concentration in the classroom, and to help them find materials which are clear and easy to study in the exams.

2. Importance of Note-taking

In second language learning, students face difficulties in decoding and understanding lectures or texts because of their short-term memory. Consequently, researchers consider note taking skill as an effectively increasing ability that allows students to gather information from lectures, books, or any other situation that they will later have to recall, memorize or use in order to successfully complete their academic program.(Ayer & Milson, 1993; Kobayashi, 2005).

Taking notes has an important role when learning English as a second language since it helps learners to record and manipulate information that they hear or read using different strategies such as graphic organizers. (Katayama & Robinson, 2000)

According to Barnett et al. (1981), when taking notes, learners attempt to memorize and comprehend key terms and concepts or, they just store them externally in other devices to decrease the difficulties of comprehension, and allow them to recall the information easily after a period of time.

Research by Zohrabi&Esfandyari (2014) supports the implementation of note-taking as a study tool which improves students' ability of catching new terms, remembering, acquiring and comprehending them to be used later on.

Hartley (2002) has also insisted on the importance of note-taking as a method of storing transmitted information and facilitating reflection. He adds that this information processing

tool is usually used in both daily life and academic settings in order to make judgements and find solutions for different issues.

So, Taking notes is considered as a crucial strategy in the learning process as it increases learners' attention as well as reviews materials to be used again in revision and other tasks. Furthermore, effective notes reduce the learners' study time and enhance their retention of knowledge. In other words, note-taking is an essential tool in many communication situations especially at the university level, in which the current research is interested in.

3. Nature of Note-Taking and Note-taker

In second language learning, learners tend to store information in their brains but there are some elements that cannot be associated to memory. As a consequence, they rely on other external materials including computers, books and phones to facilitate retrieval. Learners are not supposed to recall the content word by word; rather, they attempt to select and summarize its important ideas. This is the essence of the practice of note-taking.

To be skilled note-takers, students should ask themselves questions such as "What are the frequent key words? What should I keep and what should I leave? How to organize the given ideas and relate them to what I already know?". These questions cannot be answered until the student becomes an active note-taker. (Blair, 2003) as cited in Atef (2014, p. 20)

To sum up, in the learning process, students face difficulties in recalling the acquired information because of many factors. So, they take notes using different materials that help them to retrieve the needed ideas when necessary. Before doing so, they should set goals by asking questions that direct them to their learning purposes. In other words, when the questions are answered, students would focus on the desired information and produce effective and efficient notes.

4. Aspects of Note-taking

4.1. Note-taking Vs Note-making

Atef Mohammed (2014, p.73) states that, in second language learning, students should write what comes to their ears or record it as it is the first stage of the process of taking efficient notes. She believes that when students are encountering a new lecture, taking down notes will be unavoidable and very important for them since it allows them to have a written record of a lecture that is not in their textbook. Besides, it helps them to read their notes and go over them to understand and facilitate all the parts which are ambiguous.

She stresses that note making differs from note-taking since the former is just writing down what the students read or write as it is without making any changes or paying attention to the arrangement of their notes. Whereas, the latter is considered as a more advanced process that requires synthesizing the reading from a number of sources on the same topic, summarizing, and connecting the information in an appropriate way as well as a good organization of the written input, and adding some critical comments to what is heard or read. Therefore, students can read and remember easily their own notes as it is presented in a suitable manner. She believes that once students take down notes in lectures, the learning process is not complete. So that, note-making process comes to be considered as the second step to follow.

In this context, there is a distinction between note-taking and note-making. Note taking is a passive process which is done at lectures whereas note-making is a more active process where the learners understand and absorb all information and make sense of it for themselves using their own words and styles so that it sticks in their minds. Thus, they can recall it in the needed situations. But, both of the processes provide students with materials for the preparation for exams and aid them in remembering facts easier. Also both of them share the same purpose and helps students concentrate better and effectively.

4.2. Content and Quality of Notes

In foreign language learning, students tend to take notes that help them to recall the information in the needed situations. However, the quality of notes differ from one learner to another taking into account their individual differences.

Atef Mohammed's work (2014, p.55, 56) discussed the quality of notes according to different scholars. Rowntree (1970) highlighted that one of the reasons behind the failure of the students is their poor or non-existent notes. This pushed researchers to conduct studies that evaluated the content and the quality of notes. Further research by Carrier and Titus (1979, p. 311) proposed that many other studies have emphasized on the quantity of the data collected and recalled, but they have not given much attention to the qualitative aspects such as: the power of language, style, sequencing, accuracy, and sentence structure and notes organization.

As indicated by Weinstein and Mayer (1985), there are two types of note-taking: The first is the verbatim note-taking when the student copies the material word for word, i.e., words as they are used originally without making any change. The structured note-taking is the second type which necessitates the students' contribution by making the connection between the ideas and their organization.

Depending on Hartley and Marshall's study (1979) on the quality of notes, note takers can be classified into good or bad according to two criteria: the amount of notes taken and the quality of notes that enable to answer correctly. In addition, they believe that the students who take effective notes perform better than those who take poor ones.

To sum, the students who rely on verbatim notes become passive learners due to the fact that they are not using their cognitive capacities while accomplishing a certain task. Therefore, this type is not recommended as it has no contribution in learning. However, when

students make efforts while taking notes, they would succeed in answering questions and get better results because these notes are stuck in their memory for a long period of time.

4.3. Notes Quality Assessment

Bui, Myerson, and Hale (2013) argue that the note taker is the only one who can assess his/her notes since a particular note format can be perfect for one person but not of a good quality for someone else. Kiewra and colleagues support this idea stating that when the student reviews his/her notes, s/he would better recall the information than assessing someone else's notes. (Kiewra et al., 1991). They add saying "simply recording notes is not an effective activity unless those notes are reviewed" (Kiewra, 1985, p. 396). That is to say, reviewing is a fundamental step that students should pass through because the note takers who review their notes get better results than those who do not. However, other researchers hold the idea that the notes can be measured as effective if they can be understood by someone else who is unfamiliar with notes' content. (Williams & Eggert, 2002).

In few words, one should not confuse between the quantity and the quality when assessing notes because a large amount of notes does not necessarily mean that they are effective and beneficial. In addition to this, student's personal judgment of his/her own notes is an important factor that helps in deciding about the quality.

5. Purpose of Note-taking

In the academic context, students receive a huge amount of information that can be confusing and tough. So, note taking can be one of the most efficient tools that students should use during lectures.

Cottrell (2003) explains the various purposes and reasons behind taking notes arguing that, note-taking enable learners to record important points to be used in writing essays or to prepare for examination. He adds saying that it helps students develop, organize and plan the needed ideas to understand the content and facilitate memorization.

Zohrabi & Esfandyari (2014) believe that note-taking has many advantages for many reasons: First, it attracts students' attention and makes them active to rely on their cognitive processes to transform the content into a personal production through summarizing, synthesizing and paraphrasing. Second, it is an important skill for success that serves as an external source of knowledge that facilitates revision to guarantee the act of remembering the heard information. Third, it allows the organization of the main ideas as well as the learning materials and records not only the important facts but also, the emphasis and the perspectives of the tutor.

In this context, note taking is a process used during lectures to encode the heard information and store them for later review. As a consequence, when the students frequently record the useful ideas, they become an active part of the learning process rather than passive ones and they will be able to memorize, remember and do well in exams.

6. Note-taking Teaching

Even though many researchers and EFL educators are interested in finding the appropriate techniques and strategies to be followed for the purpose of facilitating understanding and writing texts, very few students have received the basis of how to take relevant notes. As learners are expected to take extensive notes while reading or listening, they are not aware about the usefulness of this technique in storing the information as well as manipulating them and adapting a critical thinking. (Newell & Smith, 1999).

Viani (as cited in Zohrabi & Esfandyari, 2014) assumes that it is a must to introduce note-taking to students at the middle-school level. In addition, they should recognize its importance to acquire and enjoy its full benefits.

Thompson (2007) believes that a teacher plays an important role in teaching his/her learners how to take effective notes. She states that before instructing them about how to do so, s/he should first know what his/her learners know about this strategy. Then, she claims

that s/he should teach them the three basic steps that are required while taking notes which are paying attention, writing notes and reviewing the information.

1- Paying attention

By paying attention, the teacher should ask learners to have a look over the text material before coming to class. Then, s/he should outline the lecture during class by writing its main points on the board so that learners will take successful notes focusing on what the teacher has already writes. Besides, s/he should allow a few minutes for reviewing prior knowledge to make it easy for learners to relate what they will learn with previous knowledge and identify the most important concepts of the course. To sum up, teacher should present the material in a way that will be meaningful for learners so that they can help students to take successful notes.

2- Writing notes

Teacher should teach students how to apply and organize some note-taking formats such as outlining and the Cornell system that help them in memorizing the text material rather than taking notes in a form of block. Then, s/he should teach them how to use symbols and abbreviations that facilitate the task of recording the notes without missing any important information. After that, s/he should provide learners with a small passage to listen to for a few minutes and repeat it for few days to teach them how to catch the necessary points that will help them later.

3- Reviewing

Teacher should teach his/ hers learners how to learn the material to take better notes. S/he also should teach them how to highlight and identify the most important items and how to review their notes to check any missing points. Thompson states that students cannot follow these steps without teacher's instructions or guidance.

7. Note-taking Strategy Format

Taking effective notes is very crucial for students to succeed in their academic learning, since it helps them to record information and retrieve it when necessary. Thus, students perform better on tests and exams. So, one of the basic requirements for taking successful notes is to develop effective note-taking methods to maximize its effects to facilitate attaining high listening scores.

When taking notes, students should decide about a method that suits them. The coming methods are considered as the most used and suggested techniques by EFL educators.

1- The Cornell Method

According to Jacobs (2008) The Cornell Method is seen as the most popular technique that EFL learners rely on when they are involved in different learning situations. This type of note-taking is represented in the form of a diagram. It involves drawing a line down the page about 1/3 from left side of the page (summary area), the right side is used to record notes (note-taking area), the left side is reserved for key words and main points (recall area). All these tips can be done after the lecture when trying to make connection between the information. After drawing the diagram, students tend to take notes. First, they start recording ideas by writing them in the right side of the diagram. Second, they shorten the notes by transforming them into questions to decide easily about the basic ideas and details in the recall side. Then, they cover the main notes column and recite the details from the basic ideas and the questions in the recall column. Next, they should make a connection between the ideas and write each reflection in a separate paper. Finally, they review their notes while revising.

To summarize, this technique is divided into three sections. The right column is devoted for the date and the title of the lecture and for recording notes depending on the learner's own style. They should also leave a space for further clarification or missing words when they face ambiguity with certain ideas. The margin of the right-hand page should be reserved to record keywords and new words. The left area serves to compliment the right one. This section may

develop during the class itself or at the end of it to help students to understand and relate each part of their notes. The last section called 'summary' should be left for reviewing the class notes.

2- Outlining and Mapping Methods

Piolat (2001) states that, there are two popular styles of note-taking that helps students to remember the information they have taken. The first one is the linear style which is the most used by learners as it is the process of writing down information through conventional written texts format or outlining. In this style, notes are brief, dynamic, focus on the main ideas in headings and sub-headings, and students tend to use abbreviations and keywords as well as highlighting and coloring the main points.

The second category of note taking style is the non-linear one which depends on graphical representation including the mapping method which is considered as a device for improving the way of thinking and learning in the high educational level. In this technique, students do a map by writing the main idea in the center of the page that may be a word or a phrase. Then, they place the related ideas on branches that radiate from this central idea. (Piolat, 2001).

He adds that in the mapping method information are presented in diagram forms that help students to easily review, recall, brainstorm, and revise the input. Another advantage is that it is very visual so that it allows displaying relationships and helps in summarizing a great amount of information. (Piolat, 2001).

Piolat et al. (2005) believe that non-linear styles of note-taking are more effective than linear one since students who depend on non-linear styles recall and review information faster and more efficiently than those who insist on the traditional way of taking notes. Also, it makes it easy for them to make connections between ideas, and allows them to indicate clearly the relative importance of each idea. Jacobs (2008) holds the belief that the Cornell method is incorporated with both linear and non-linear styles since it allows for greater flexibility.

Throughout the previous beliefs, there are two note-taking methods: the first is outlining which is a very popular and well known method among EFL learners and tends to be a quicker way of taking notes as it doesn't require much effort. The second one is mapping that is a tool used to visualize the information in order to facilitate comprehension in which ideas are presented in a diagram form. This method focuses on the main concept as well as other concepts which support the main idea; for instance: names of characters, places, themes, etc. Also, it may involve images and symbols for further clarification of the concepts.

The present study shares Piolat's view concerning the benefits of non-linear method (mapping) and gives less importance to the linear one (outlining) due to the fact that the later ends with a wordy, messy and copious ideas. Besides, it does not give the learners a good overview of the topic as it can end up with detailed ideas without having the sense of the essence of what they are studying. However, mapping has benefits for all types of students as it helps in raising their attention especially when the ideas are kept on one page. It aids in revealing the gaps that require more research and it makes it easier to consider information from different points of view.

8. Note-taking Stages

Taking lecture notes is widely accepted as one of the most useful strategies that are widely agreed upon in improving learners' attention and retention of academic discourse. Note-taking strategy is considered as an effective way to facilitate the process of learning and remembering lecture material. Consequently, one cannot deny that most researchers of the field recommend note-taking as an effective strategy that can impede learning for certain types of students under some circumstances. Thus, the challenge is to identify instructional/ note-taking combinations that can make learning easier for students who have difficulty with conventional note-taking.

According to Schupp (2014, p. 34-35), to become an effective note taker, a learner must follow effective steps before, during, and after a lecture.

8.1. Before the Lecture

The majority of students do not know how to identify the important information. So they attempt to write everything the professor says. To avoid this problem, they should:

- Arrive to class on time.
- Sit as near to the front of the room as possible to eliminate distractions.
- Be sure to have read assigned readings before coming to class and to get the general overview of the main ideas and important key concepts.
- Make a list of questions from the readings to ask the teacher in class.
- Review your notes from previous lecture.

8.2. During the Lecture

In this stage, learners are interested in taking and organizing their notes by following their own methods and techniques. So, they should:

- Be ready to take notes.
- Copy everything that instructor writes on the board, especially the outline.
- Be an active listener and pay attention to instructor's verbal cues. His choice of words might indicate the importance of information. For example., most importantly., the result is., finally etc.
- Use your own words in summarizing what instructor is saying to recall them easily when it is necessary.
- Use abbreviations and symbols to record the information in order to write a little faster.
- Be clear and complete in your notes. Leave a space or a question mark for missing or unclear information. Later go back and check with your instructor or classmates.

8.3. After the Lecture

In the last stage, students should:

- Revise and/or rewrite the notes as quickly as possible, preferably the same day of the lecture.
- Rely on others notes to fill in the missing ideas as well as producing comprehensible summaries.
- Review notes at least once a week & also review them before next lecture.

To conclude, the previous steps of note-taking enable learners to witness improvement in their listening comprehension. When they are exposed to a lecture just once, this cannot be enough since most information would be lost quickly. Consequently, students who review notes achieve more than those who do not and they get better academic achievement than others due to the fact that reviewing aids the recall of information by storing the information in their long term memory.

9. Impact of Note-taking on L2 Listening Competence

EFL educators and teachers rely heavily on lecturing as the most frequently used method because of different learning conditions. Consequently, many researchers realize the need for developing several methods and techniques that motivate learners to be active listeners. One of the most effective strategies that influence the listening comprehension positively is note-taking.

Howe (2001) addresses the benefits of note-taking while listening especially at university level. He believes that note-taking affects students' attention during the lecture as it helps to extend their interest period more than 15 minutes. Thus, learners should be supported to follow note-taking technique so that their motivation level would increase as well as their understanding.

A study conducted by Carrell, Dunkel, Mollaun (2002) on note-taking reveals that, when the students are allowed to take notes, they feel more comfortable because they find it easy to understand and remember the content and answer the questions related to it.

Dunkel and Davy (1989) insist on the importance of note-taking on teaching the listening skill. Thus, they argue that note-taking should be taught in EFL classes because it cannot be naturally acquired. They support their ideas by focusing on students' L2 listening proficiency level and the quality of their notes in L2 that are closely related. This means that a good listener in L2 is capable of taking better notes. In the same context, Carrell's (2007) and Song's (2007) findings show that note-taking facilitates comprehension while listening since it enables learners to recognize the main ideas and the supporting details that used to be difficult for them.

In her research question (2014, p. 56) "Did note-taking activities help participants when answering listening comprehension quizzes?" Murakami found that: "note-taking helped L2 listeners pay closer attention to the listening task, catch important information easier, and manage affective control in L2 listening better". This means, L2 learners whose second language competence is at an advanced level found more benefits from the note-taking instruction in listening tasks, quizzes or exams.

Ultimately, it is obvious that note-taking while listening makes learners active elements in the classroom by involving them to practice the cognitive skills such as evaluation, interpretation, decision-making and summarizing. Thus, note-taking has many benefits in L2 listening comprehension when it contains relevant information that helps learners to fulfill any listening task.

Conclusion

A number of studies that have investigated the role and effect of note-taking on listening comprehension while listening to lectures. Depending on their results, researchers and EFL

educators admit the efficacy and efficiency of note-taking as an appropriate strategy to keep the heard information and recall it when necessary. Consequently, the teaching of note-taking seems to be beneficial to students' listening comprehension in academic contexts because it helps them to remember what they have learnt and review materials for reuse in revision and assignments. So, they use different note-taking format depending on the purpose of the lecture and their preferences by holding a critical thinking when collecting important ideas that will be needed later.

Many scholars point out that the process of note taking enables students to develop their listening competence from different perspectives focusing much more on attention, storage, and retrieval. Thus, when this strategy is taught, learners can be informed about its importance and usefulness and they will witness improvement in their listening while implementing it.

To conclude, the present research adopts the belief that the success of students in understanding any subject matter relies completely on their ability to take notes in classroom. This is measured by the quality and quantity of notes every student takes. In essence, note-taking is not just a tool that develops students' listening skills, but also strengthens most of their memorizing skills as well. Therefore, teachers should raise students' awareness of this learning strategy for better achievements

Chapter Three

Field of the Study

Chapter three: Field of the Study

Introduction

To investigate the relationship between the listening skill and note-taking strategy, the previous chapters tackle the main researchers' views about the importance of the listening skill and how it can be improved through an effective strategy labeled note-taking. The present chapter is concerned with the description and analysis of teachers' and students' pre-interviews and questionnaires to support the theoretical part so that it could be possible to confirm or reject whether note-taking affects positively listening comprehension skill.

In this study, researchers have relied on two data gathering tools; two questionnaires and a pre-interview that go in parallel with the ideas and items discussed in first and second chapters. Second year LMD students and teachers in the English department of Guelma University have been selected in order to analyze and take their attitudes and views into account to better investigate the study under discussion.

1. Methodology

The current research has been conducted through the descriptive-analytic method as an appropriate way to prove the already put hypothesis since it attempts to give a general description of both listening skill as learning problem, and note taking as an appropriate technique in reducing its difficulties. Tayie (2005, p. 50) states that this method is composed of two types of surveys, the first (a descriptive method) aims at visualizing and reflecting others attitudes and opinions about current problems faced by learners. The second (an analytic method) aims at describing and explaining reasons behind the existence of certain situations. So, descriptive-analytic method helps researchers to prove the relationship between the variables and explain how they influence each other. According to Stone (1992, p.1) this method is beneficial when researchers tend to gather detailed information from a larger population about individuals' characteristics and their views concerning certain tools.

2. Participants

The subjects who participated in this study consisted of 130 students who were chosen randomly from second year classes at the Department of English at Guelma University, in addition to 20 teachers. The majority of the participants were females. They were taken from a population of 200 students. The sample was chosen because on one hand, second year students as beginners and are not able yet to be proficient at the listening tasks but they can be aware of certain beneficial strategies as note-taking unlike first year students who have not yet reached the level to speak about such techniques. On the other hand, teachers' contribution is crucial in this study to clarify students' difficulties while listening as well as raising their awareness towards the importance of this skill that could be improved through the use of note-taking strategy.

3. Data-gathering Tools

To collect data, a pre-interview has been made with some EFL teachers and students. It aimed at deciding about the credibility and authenticity of the suggested hypothesis that highlighted the problem under investigation and looked for appropriate solutions to facilitate the learning task. The pre-interview questions emphasized on finding out if students really face difficulties while listening, how teachers contribute to overcome such barriers using different strategies, and finally investigated their views about note-taking as an alternative solution .

Another data collection tool that the current study relied on was the questionnaire. The aim was to check teachers' and students' attitudes towards the topic under investigation. Two questionnaires were administered to teachers and second year LMD students at the Department of English in the University of Guelma.

4. Description and Analysis of the Pre-interview

4.1. Description of the Pre-interview

The research's pre-interview sought to evaluate and measure the reliability and credibility of the proposed hypothesis. Thus, allowing the researchers either to continue or stop the investigation. Based on their answers, the researchers were able to recognize the existence of the problem and as well as respondents' awareness of note-taking as a way to find solutions for listening difficulties.

The pre-interview was made in the early December 2015. It was done with four teachers and twelve students who were asked the same questions. It was recorded to find out if learners face difficulties when they are engaged in listening activities (Q1), the causes of learners' failure (Q2), what strategy the teacher uses with the listening class (Q3), if they are aware of the benefits of note-taking (Q4), and its efficacy as a good alternative strategy (Q5).

4.2. Analysis of the Pre-interview

The results reveal that the majority of the students encounter problems while listening. These problems occur due to the vocabulary used by the teacher and the speed and rate of the native speaker (s) they are listening to through records or videos. They add that they are not familiar with note-taking and they do not know its steps. Teachers' responses, too, confirm that their learners have problems with listening comprehension. All of them unfortunately admitted that they are aware of note-taking strategy but it has never been taught in their classes.

5. Administration of the Questionnaires

The questionnaires have been distributed on April 19th and 20th, 2016 in the classes and laboratories when the students spend nearly from 15 to 20 minutes to answer. It is worthy to

mention that 35 students did not hand back their questionnaires because of their hesitation or absence. However, few teachers preferred not to answer the questionnaire on the spot under the pretext that the questions needed more concentration and they promised to give it back the coming week, but others refused to answer for unknown reasons. From the 20 questionnaire that were devoted for teachers only 13 were answered.

Generally speaking, the questionnaires were distributed in a very comfortable atmosphere, teachers were really helpful and. The questions involved were clear and easy for some teachers and students but others faced difficulties with some key words that necessitated the researchers' intervention. Some teachers commented on the quality of the questions arguing that they are discussing something far from their specialty and recommended us to rely on oral expression teachers.

6. Description and Analysis of the Questionnaires

6.1. Teachers' Questionnaire

6.1.1. Description of Teachers' Questionnaire

In the current work, teachers' questionnaire is in parallel with the ideas and items discussed in the two previous theoretical chapters. The anonymous questionnaire starts with an introduction to motivate the correspondents about the topic under investigation and to thank them in advance for their cooperation. It includes 23 questions that are divided into three sections: listening skill, note-taking strategy and the relationship between the two variables.

Section One: Listening Skill

In this part, there are eleven questions that are organized from general to specific and from simple to complex. It starts with highlighting the importance of the listening skill in EFL classes (Q1) and which factors could improve learners' listening more: either intensive concentration, fast understanding or both of them (Q2).

Then, as the teacher has many roles to perform during the listening comprehension session, they have been demanded to mention some of them (Q3) and what kind of materials they usually use for the purpose of motivating the learners more to listen by choosing the appropriate tool (video, song, plays) and adding others effective devices which are not mentioned (Q4) .

Unlike the other questionnaire that aims at finding out if the students make self-assessment while listening; this one desires to discover how often teachers assess their learners listening (Q5). (Q6) covers two types of listening passages in which the teachers have been required to decide either to rely on the use of authentic passages or pedagogical ones for a greater improvement in L2 listening competence with clarification.

After this ,the teachers have been asked to cite some types of general listening (Q7), then, they have been called for selecting the most preferred listening type for the students (reactive, selective, intensive, extensive, responsive, reactive, interactive) (Q8) and the most used listening source (student talk, teacher talk, guest speakers, TV, radio, songs) (Q9).

The last two important questions' answers that the present study will take into account are: if the learners face any listening difficulties if yes, they have been asked to pick out the most common ones (Q10). Eventually, this investigation is looking for whether the teachers contribute in overcoming these difficulties by using some strategies or not, and what kind of these strategies they rely on (Q11).

sectionTwo: Note-taking Strategy

Section two covers many questions in relation to note-taking to decide about its effectiveness (Q12) and importance in learning a foreign language for the purpose of keeping and recalling information (Q13). Besides, the tutors have been asked to indicate their priorities by ordering the following recommendations to take notes successfully (Q14):

- encouraging the revision of notes.

-raising learners' awareness about the importance of note-taking.

-teaching them to take good notes.

-teaching them how the notes should be organized.

Next, other study objectives are to check if the teachers support the inclusion of note-taking method and its application within the curriculum (Q15), and their views concerning the importance of being aware about the purpose and the way of taking notes in EFL classes by highlighting the degree of its importance (Q16).

Depending on their teaching experiences, the teachers have been asked if they take into consideration their students' individual differences in deciding about the types of note taking they prefer (Q17).

Section Three: Relationship between the Two Variables

The final part includes six questions to confirm or reject the study's hypothesis later about the effectiveness of note-taking as a strategy in improving EFL learners' listening comprehension competence.

In this section, the questions are related to each others in which each answer depends on the previous one. In this context, the researchers want to detect the teachers' degrees of agreement concerning the importance of reviewing notes to recall the content of listening passages easily (Q18), if they believe that note -taking strategy is useful for augmenting students' attention and retention while listening (Q19), and if listening and taking note at the same time represent a challenge for the learners (Q20).

It is crucial for the investigation to ask the teachers about their views concerning the lack of the teachers' direction toward the use of note-taking and its negative effects in decreasing the listening skill by adding mentioning their degree of agreement and adding comments (Q21). Also, they have been asked to determine how important they regard note-taking instruction

should be integrated within the listening instruction to develop the listening competence (Q22).

Finally, an open –ended question is added where the teachers are supposed to add other comments or additional information that are beneficial for the topic concerning the impact of note-taking in enhancing EFL listening comprehension skill (Q23).

It is worthy to mention that teachers and students’ questionnaires adopt different types of questions including: dichotomous questions, multiple choice questions, rating scales, rank ordering and open- ended questions.

6.1.2. Analysis of the Teachers’ Questionnaire

Section One: The Listening Skill

Item 01: How can you consider the importance of the listening skill in EFL classes?

| Response | Participants | Percentage |
|----------------|--------------|------------|
| Very important | 06 | 46.15% |
| Important | 05 | 38.46% |
| Less important | 02 | 15.39% |
| Total | 13 | 100% |

Table 01: Teachers’ perceptions towards the importance of the listening skill

This table investigates whether listening in the classroom is important or not. Only 2 (15.39%) teachers say that it is not important as they consider speaking, writing and reading in the target language are the most important, the majority of them 6 (46.15%) state that it is of a great importance. Just 5(38.46%) declare that it is important. This implies teachers’ awareness about the importance of practicing listening inside the classroom.

Item 02: What are the factor(s) that could improve learners' listening skill more?

| Response | Participants | Percentage |
|-------------------------|--------------|------------|
| Intensive concentration | 05 | 38.47% |
| Fast understanding | 0 | 0% |
| Both | 08 | 61.53% |
| Total | 13 | 100% |

Table 02: Factor(s) for improving learners' listening skill

The results shown in the table demonstrate that nearly the majority of respondents who represent 61.53% declared that both intensive concentration and fast understanding are the major factors that could improve learners' listening more. Only 38.47% acknowledge intensive concentration as the basic one. However, none of them considers fast understanding importance in listening.

Item 03: What are the teachers' roles during the listening session?

In this open-ended question, only 10 teachers (76.92%) out of 13 have answered. The majority of them agree that the most common roles the teachers perform inside the classroom are: teacher as a controller, participant, and assessor of students' performance. Whereas, few of them consider him/her as a guide and an organizer of the listening task to facilitate their learning.

Item04: What are the listening materials teachers should use in EFL classes?

| Response | Participants | Percentage |
|-------------|--------------|------------|
| Videos | 04 | 30.76% |
| Songs | 02 | 15.39% |
| Plays | 00 | 0% |
| All of them | 07 | 53.85% |
| Total | 13 | 100% |

Table 03: Teachers’ Opinions about Learners’ Motivating Listening Materials

The table represents teachers’ responses towards the appropriate materials they prefer to use for motivating their learners to listen. As it is shown, 7 (53.85%) teachers say that videos, songs, and plays push students to focus and concentrate more while listening. A third of them (30.76%) believe that videos are the most attractive device and just 2 teachers (15.3%) consider songs as an appropriate aid for motivation. Then, all of them believe that plays have no interference in encouraging the listening.

In the second half of the question, 5 teachers (38.46%) have suggested records, tapes and teacher passages as other ways for motivating learners to work on their listening skill.

Item 05: How often do you assess your students’ listening?

| Response | Participant | Percentage |
|-----------|-------------|------------|
| Always | 05 | 38.47% |
| Usually | 00 | 0% |
| Often | 01 | 7.69% |
| Sometimes | 04 | 30% |
| Rarely | 02 | 15.38% |
| Never | 01 | 7.69% |
| Total | 13 | 100% |

Table 04: Frequency of the Learners’ Assessment by their Teachers

Results shown in the table tackle how many times the teachers tend to assess the listening competence of their learners. It has been revealed that 5 out of 13 teachers (38.47%) have said “always”, 30% (4 students) have chosen sometimes, 1 of them (7.69%) has selected “often”. Just 2 teachers (15.38%) opted for the fifth choice “rarely” and only one of them (7.69%) has reacted negatively (never). From the last two answers, it is deduced that this lack of practice

leads to learners' listening weaknesses and this is among the motives pushing us to investigate this topic which aims at raising teachers' awareness about the listening skill's importance.

Item 06: What kind of listening passages lead to a greater improvement in L2 listening comprehension?

| Response | Participants | Percentage |
|---------------------------------|--------------|------------|
| The use of authentic passages | 09 | 69.20% |
| The use of pedagogical passages | 04 | 30.80% |
| Total | 13 | 100% |

Table 05: Teachers Views' about Effective Type of Passages to Improve L2 Listening Comprehension

The above table reveals that a big proportion of 9 teachers (69.20%) prefer to use authentic passages with EFL classes for better improvement in L2 listening comprehension competence clarifying that this type gives students the opportunity to listen to native-like speakers. This helps them to optimize their pronunciation, be involved in real life communication as well as concentrate and interact in the classroom. Despite the fact that the pedagogical passages seem to be boring for some teachers, 4 teachers (30.80%) admitted that this type is more effective. They strengthen their view arguing that pedagogical texts are more understood and focus on a particular pronunciation needed by the learners, and they are useful for a more conscious acquisition of the language use.

Item 07: Could you cite any type of general listening you know?

This question requires teachers to provide different examples of general listening that they already know. Some of them believe that it can be characterized in terms of: dialogues,

interviews, videos greeting. Others have mentioned storytelling, BBC News, documentaries and films. Whereas, 5 of them (38.46%) have not answered the question for unknown reasons.

Item 08: Which listening type your students perform?

| Response | Participant | Percentage |
|-------------|-------------|------------|
| Reactive | 01 | 7.69% |
| Selective | 04 | 30.77% |
| Intensive | 01 | 7.69% |
| Extensive | 01 | 7.69% |
| Responsive | 02 | 15.39% |
| Interactive | 04 | 30.77% |
| Total | 13 | 100% |

Table 06: Listening Types Students Perform in Classrooms

This table demonstrates that 4 teachers (30.77%) think that the selective type of listening is more preferred to be performed by their learners. Similarly, the same number of teachers (4) has selected the interactive one. 2 teachers (15.39%) have chosen the responsive type. Each of the last three teachers (7.69%) has selected different answers: the reactive, the intensive and the extensive type.

Item 09: What are the listening sources teachers prefers to use with their students

| Response | Participants | Percentage |
|------------------|--------------|------------|
| Student talk | 03 | 23.07% |
| Teacher talk | 05 | 38.47% |
| Guest speakers | 00 | 0% |
| TV (video, DVD) | 01 | 7.69% |
| Radio | 00 | 0% |
| Songs | 00 | 0% |
| All of them | 04 | 30.77% |
| Total | 13 | 100% |

Table 07: Teachers’ Most Preferred Source (s) with EFL Listening Classes

This table is concerned with giving the appropriate listening source(s) the teachers rely on in the listening session. 4 teachers (30.77%) have opted for the last choice that include all the proposed sources, 5 teachers (38.47%) consider teacher talk as the best source for their learners to listen to, few of them 3 (23.07%) pick out student talk, while only one teacher (7.69%) depends on videos and DVDs to be used with his/her students.

Item 10: Do students encounter difficulties while listening?

| Response | Participants | Percentage |
|----------|--------------|------------|
| Yes | 11 | 84.61 |
| No | 02 | 15.39 |
| Total | 13 | 100% |

Table 08: Teachers’ Perceptions towards Listening Difficulty (ies)

To go deeper, and check the difficulties faced by the learners when listening, the respondents are asked such a question to get their revealed responses as a key element to see if they are aware of these barriers or not. The minority of the teachers (15.39%) respond

negatively this shows that they are not conscious about their learners' problems in listening. The majority (84.61%) claimed their awareness about the difficulties that ban their learners to listen successfully. In the second portion of this question, some of the teachers who admitted these difficulties believe that the most common problems that their learners suffer from are: unfamiliar vocabulary, accent, and length and speed of the listening material. Others relate these problems to the quality of the recorded materials.

Item 11: Do teachers apply any strategy to overcome listening difficulties?

| Response | Participants | Percentage |
|----------|--------------|------------|
| Yes | 12 | 92.30% |
| No | 01 | 7.70% |
| Total | 13 | 100% |

Table 09: Teachers' View Concerning the Use of Listening Strategies to Overcome Learners' Listening Difficulties

The last question aims at finding out if the teachers apply strategies to help their students to overcome different listening difficulties. 12 of them (92.30%) have replied by "Yes" but only one of them has answered by "No". The majority of the teachers who said "yes" have declared to use many strategies including: the use of frequent repetition, dictionaries, explanation, recorded materials of a good quality, introducing learners' to the background of the topic to anticipate the content. The most interesting response is the use of note-taking as a strategy to strengthen their listening skill.

Section Two: Note-taking

Item 12: Do you agree that note-taking is an effective strategy?

| Response | Participants | Percentage |
|----------------------------|--------------|------------|
| Totally agree | 08 | 61.53% |
| Partially agree | 01 | 7.70% |
| Agree | 04 | 30.77% |
| Neither agree nor disagree | 00 | 0% |
| Partially disagree | 00 | 0% |
| Disagree | 00 | 0% |
| Totally disagree | 00 | 0% |
| Total | 13 | 100% |

Table10: Teachers’ Attitudes towards the Effectiveness of Note-taking Strategy

According to the table the majority of teachers (61.53%) has totally agreed that note-taking is an effective and successful strategy that all teachers should raise their learners’ awareness about its beneficial use. 4 out of 13 (30.77%) have agreed about the reliance on this strategy. Only one teacher (7.70%) has partially agreed about the efficacy of note-taking.

Item13: How important do teachers believe that note-taking helps in keeping and recalling information?

| Response | Participants | Percentage |
|-------------------|--------------|------------|
| Not at all | 00 | 0% |
| Very little | 00 | 0% |
| A little | 00 | 0% |
| A lot | 05 | 38.47% |
| A very great deal | 08 | 61.53% |
| Total | 13 | 100% |

Table11: Teachers’ Beliefs towards the Usefulness of Note-taking

The table reveals that most of the participants (8) have responded positively to the question as they have claimed that the importance of note-taking in storing and remembering the information is of a very great deal. This implies that teachers are aware about the positive results of this practice. The rest 5 (38.47%) have replied by choosing the fourth option “A lot”.

Item 14: How to take effective notes?

This question requires teachers to indicate their priorities by re-ordering some steps of taking notes from 1 to 4 to get successful learning. Note-taking steps are given as follows:

- a- Encouraging the revision of notes for better understanding
- b- Raising learners’ awareness about its importance
- c- Note-taking teaching
- d- Teaching the organization of notes

Some teachers (46.15%) have adopted the following order; (a-4; b-1; c-2; d-3) as it was already agreed on. thinking that indicated right at the beginning. Others, (30.77%) think that students first should be taught the basics of note-taking, how to organize them, raising their awareness about its importance, and encouraging notes’ revision. One teacher (7.70%) has not answered whereas the two last ones (15.38%) have responded incorrectly by sticking (x) as they have not get the question.

Item15: Do you support the inclusion of note-taking within the curriculum?

| Response | Participants | Percentage |
|----------|--------------|------------|
| Yes | 13 | 100% |
| No | 0 | 0% |
| Total | 13 | 100% |

Table12: Teachers’ Opinion about Including Note-taking Strategy within the Curriculum

According to this table, all the participants (100%) think that note-taking should be involved within the curriculum. This means that they consider it as an effective technique that the learners ought to acquire.

Item 16: To what extent teachers think that the awareness of the purpose and the way of taking notes are crucial?

| Response | Participants | Percentage |
|----------------|--------------|------------|
| Very important | 11 | 84.61% |
| Important | 00 | 0% |
| Less important | 02 | 15.39% |
| Total | 13 | 100% |

Table 13: Importance of Being Aware about the Way and Purpose of Taking Notes

This table is about teachers' responses towards the benefits of the awareness of both way and purpose of taking notes in improving EFL learning. Their responses have been as follows: 11 teachers (84.61%) have focused on the greater importance of this method while learning. Only two teachers (15.39%) have ignored its efficacy. This may show that they are not aware of its crucial role in the classroom.

Item17: Is there any relationship between the practice of note-taking and individual differences?

| Response | Participants | percentage |
|----------|--------------|------------|
| Yes | 13 | 100% |
| No | 00 | 0% |
| Total | 13 | 100% |

Table 14: Teachers' Views on How Important to Relate Individual Differences to Note-taking.

This table reflects teachers' responses towards whether the individual differences should be taken into account while deciding about the practice of note-taking. All of them have shared the same answer by replying positively (Yes).

Section 03: The relationship between the listening skill and note-taking strategy

Item 18: Do you agree on the importance of reviewing notes in recalling the listening content?

| Response | Participants | Percentage |
|----------------------------|--------------|------------|
| Totally agree | 07 | 53.85% |
| Partially agree | 00 | 0% |
| Agree | 06 | 46.15% |
| Neither agree nor disagree | 00 | 0% |
| Partially disagree | 00 | 0% |
| Disagree | 00 | 0% |
| Totally disagree | 00 | 0% |
| Total | 13 | 100% |

Table 15: Teachers' Opinions about the Importance of Reviewing Notes in Recalling Listening Content.

From teachers' answers, their replies are different where more than the half of them 7 (53.85%) have declared their total agreement towards the recall of the content of the listening passages through the review of the notes already taken in the classroom. 6 of them (46.15%) also have agreed upon the previous practices. This result shows no opposition toward the effectiveness of note taking in improving learners' listening comprehension and this is what support the research's topic.

Item19: Taking effective notes is a useful strategy for augmenting students’ attention and retention while listening?

| Response | Participants | Percentage |
|----------|--------------|------------|
| Yes | 13 | 100% |
| No | 00 | 0% |
| Total | 13 | 100% |

Table 16: Teachers’ Views about the Usefulness of Note-taking in Raising students’ Attention and Retention while Listening

Throughout the previous table, all of the participants have admitted the role of note-taking in increasing students’ attention and retention when they are exposed to different listening tasks. They have explained their opinions saying that:

- Taking notes is an active process that motivates the learner to concentrate well and listen carefully at the same time; it helps him later to recall information.
- It engages student in the process of learning so that it makes him focused on whatever materials he is exposed to.
- A good note taker is a good listener who follows the lecture’ progress for instance; he will be able to acquire new vocabulary and spelling.

Item 20: Does taking notes and listening to the lecture simultaneous represent a challenge for EFL learners?

| Response | Participants | Percentage |
|----------|--------------|------------|
| Yes | 12 | 92.30% |
| No | 01 | 7.70% |
| Total | 13 | 100% |

Table 17: Challenge of Taking Notes and Listening at the Same Time

This table represents teachers' point of view upon the simultaneous use of note taking and listening to different contents or materials. The majority of them (92.30%) have declared that it is not an easy task for their learners to listen and take lecture notes at the same time. Depending on the answers of the two previous sections, it can be said that if teachers do not highlight the importance of listening for their learners and do not teach them the basic principles of note-taking, learners then will face problems when they tend to take notes while listening.

Item 21: Do teachers' agree that lack of direction over the use of note-taking strategy creates weakness in listening?

| Response | Participants | Percentage |
|----------------------------|--------------|------------|
| Totally agree | 05 | 38.47% |
| Partially agree | 04 | 30.77% |
| Agree | 02 | 15.38% |
| Neither agree nor disagree | 02 | 15.38% |
| Partially disagree | 00 | 0% |
| Disagree | 00 | 0% |
| Totally disagree | 00 | 0% |
| Total | 13 | 100% |

Table 18: The Negative Effects of the Lack of Note-taking Direction on the Listening Rate

Based on the table above, 5 teachers (38.47%) have strongly declared that learners who do not receive sufficient direction of the application of taking –notes, they will fail to perform many listening activities. They have argued that note-taking helps students to concentrate have an overall meaning of the listening scripts as well as getting the needed and appropriate

information. They have added saying that note-taking enables to map and record what they have learned so that it will be easy for learners to remember the listening materials.

Others, (30.77%) have partially agreed demonstrating that the lack of a particular courses of teaching note-taking to students is a flagrant reason for the difficulties that they pass through. 2 of the respondents (15.38) have agreed whereas the rest, (15.38%) have not revealed their exact position by saying that they neither agree nor disagree because, according to them, when the learners listen and take notes at the same time, they will not take 100% of what they need. Also, they have related it to students' abilities; i.e. this technique is useful for some and not for others. Although some participants 5 (38.47%) have answered this question, they have not shown their position by adding comments.

Item 22: How important do teachers regard the role of note-taking instruction in developing the listening competence?

| Response | Participants | Percentage |
|-------------------|--------------|------------|
| Not at all | 00 | 0% |
| Very little | 00 | 0% |
| A little | 01 | 7.69% |
| A lot | 05 | 38.47% |
| A very great deal | 07 | 53.84% |
| Total | 13 | 100% |

Table 19: Teachers' Views on the Integration of Note-taking within the Listening Skill

In this table teachers are asked to say whether the integration of note-taking instruction in the listening instruction is beneficial for developing the listening skill. 7 out of 13 teachers have claimed that it is a very great deal, 5 of them have declared that it is of a lot of importance. Whereas, only one teacher has not considered consider the various benefits from relating this strategy to the listening process.

Item 23: Could you add any comments concerning the topic?

The last question in the teachers' questionnaire is an open-ended one that aims at taking into consideration teachers' views about the whole topic. Their contribution may direct the researchers to decide about the credibility and the reliability of the present study. Few of them have not participated with any comment. However, those who commented said:

- Teachers should accompany the listening process with note-taking strategy to develop both skills for students and improve the writing skill too.
- If the learner has the ability to listen, s/he will take notes. If he is motivated to learn, he will listen and take notes. So taking notes in the classroom for the purpose of increasing his/her language proficiency will develop his/her abilities to listen and be a good listener
- listening is a very important skill that students should acquire because it enhances other skills like writing. However, most "if not all the students today" face a difficulty in this skill and this is due to many causes primarily the lack of strategies to attentive listening and carelessness of most students on listening scripts. This lack of awareness rises because the learners think it is without importance. .
- Teachers think that a specific chapter within oral or written expression program should tackle this point to make students aware of its importance as a learning strategy. In addition, at the beginning of each semester, teachers should re-call students' attention to the basics of note-taking strategy.
- A prior to raise learners awareness towards the importance of note-taking, teachers should teach their students how to be good listeners. They should also use different innovative techniques and talk about controversial topics in order to get their undivided attention.

6.2. Students' Questionnaire

6.2.1. Description of Students' Questionnaire

Similarly, students' questionnaire deals with the same points discussed in the first and the second chapters. It contains twenty five questions that are arranged in three sections; the listening comprehension skills, note-taking strategy and the relationship between the two.

Section One: Listening Skill

This section is devoted to check the importance of listening in the learning process. The participants have been asked to give their views concerning this skill taking into account its different angles (purpose, importance, types, and difficulties). They have been asked to describe their level in listening, good or bad (Q1), the importance of this skill in understanding the hidden meaning of messages (Q2), if they have been aware about the listening stages (pre-listening, while and post listening) (Q3) and if they have gone through them while listening (Q4). They have been asked to decide either intensive concentration or fast understanding of what is said would increase their listening more or both of them (Q5).

Students are exposed to different listening materials. So, the research aims at discovering what types of these materials are (Q6), the reasons behind listening to them (Q7), if they use strategies while listening and what kind of strategies they are using for better understanding (Q8).

Generally, all agree that one of teacher's roles is to evaluate his learner's listening, but in some cases they should assess their listening by themselves. Consequently, the research tends to recognize how often they do so (Q9), are they active listeners (Q10), if not do they face difficulties in listening and what are they (Q11).

Section Two: Note-taking

This section tends to find out some information about some phases concerning note-taking strategy. As first, students are asked if they take notes in the classroom (Q12) and the reasons

behind taking them (Q13) .Then, they have been supposed to state their attitudes towards the efficacy of note-taking strategy in facilitating EFL (Q14), and if they agree that the learners who do not take notes forget the most important parts of the lesson quickly (Q15).

The research wants to get students views about the usefulness of being aware about the purpose and the way of taking notes to improve the quality of notes (Q16) .The students also have been required to indicate their priorities by placing numbers from 1 to4 concerning the steps of taking effective notes (Q17) . At this level, students have been demanded to mention some useful taking notes tools they rely on to enhance their learning (Q18) .The last and the most important question we have asked is to state if their teachers encourage them to use note-taking strategy as a tool to improve their academic learning or not (Q19) .

Section Three: Listening and taking Notes

The last stage comprises six questions that students had to answer expressing their opinion and some listening and note-taking aspects to prove their effectiveness in helping students to improve their abilities in the classroom in relation to these skills.

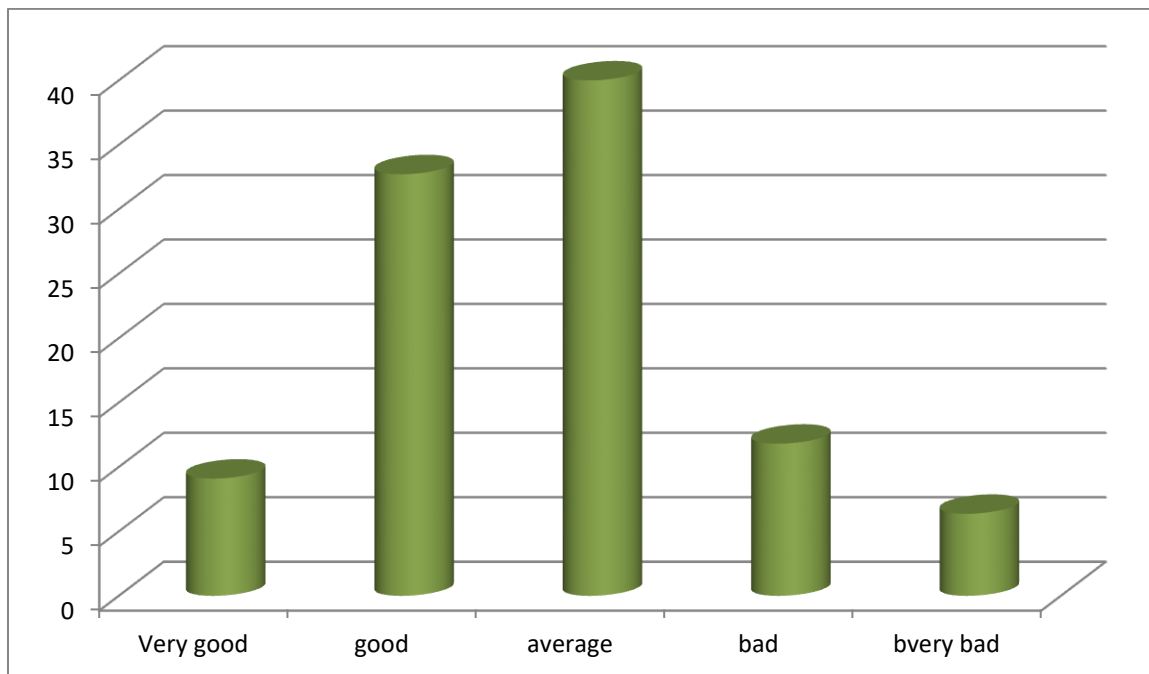
The first question's purpose is to gain students' opinions if note-taking has any impact on developing students listening skill (Q20), then, how they can continuously and simultaneously take effective notes while listening (Q21), its benefits with clarification (Q22) and how the quality of notes is highly related to the language listening level (Q23).

After that, the students have been questioned if they take all what they listen to during the listening activities (Q24). The final question of the section is open-ended in which the students have been free to explain how to take appropriate notes that help them in reviewing them when completing listening comprehension test (Q25).

6.2.2. Analysis of Students' Questionnaire

Section one: Listening Skill

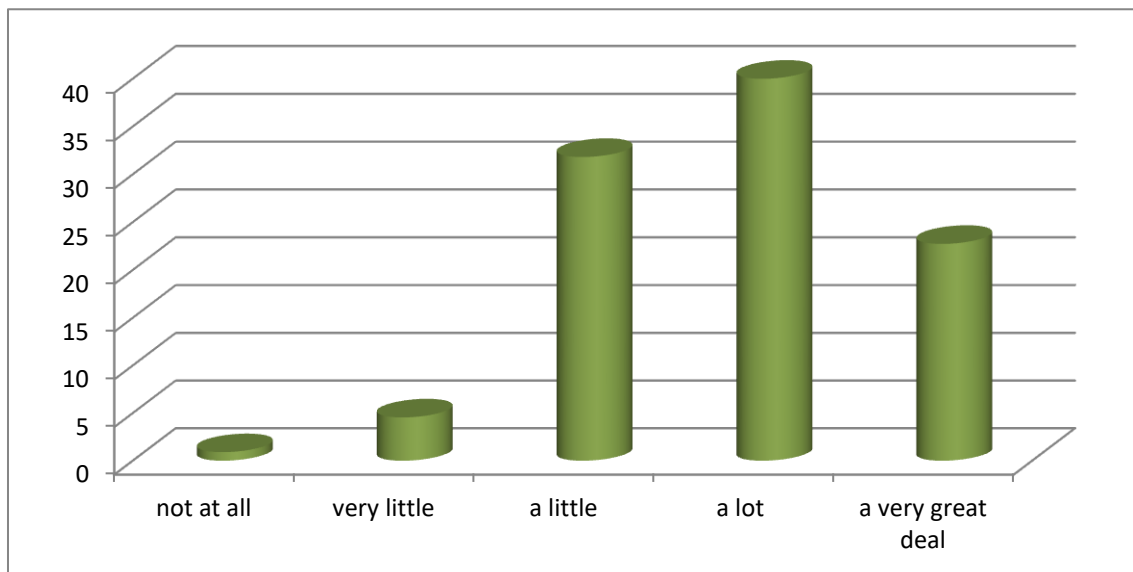
Item 01: How could you describe your level in listening?



Graph 01: Students' Level in Listening

According to the results shown in the graph, the majority of students (40%) have declared that their level in listening is average. 36 students believe that it is good whereas just 10 of them claim that they are very good in listening. This may indicate that they have not encountered problems in listening. While 13 (11.81%) of our participants have declared that their listening abilities are bad and only 7 (6.37%) of them are very bad in this skill. Thus, we can predict that their listening is faced by many barriers.

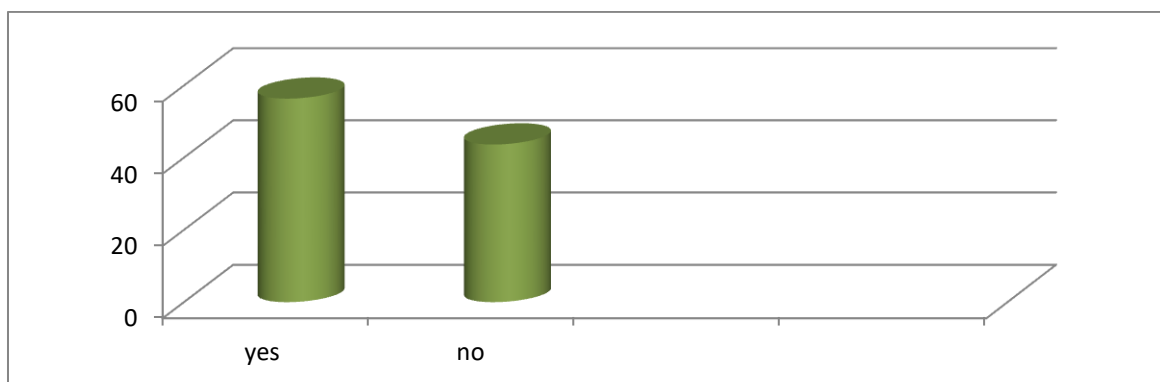
Item02: How important do you consider listening skill in understanding the implied meaning of messages?



Graph 02: Students’ Views Concerning the Importance of Listening

According to this graph, students have been asked to say how important they consider the listening skill in getting the intended meaning of messages. (40 %) of them think that the listening skill is of a lot of importance, and (22.73%) from them have declared to be of a very great deal. Whereas, numerous students 35 (31.82%) say that it is of a little importance because they believe that the other three skills are the center of learning. Only 6 respondents (5.45%) have totally neglected its importance as they choose “Not at all”. This shows students’ lack of awareness over the benefits of this skill in EFL learning.

Item 03: Are you aware about the three stages of listening?

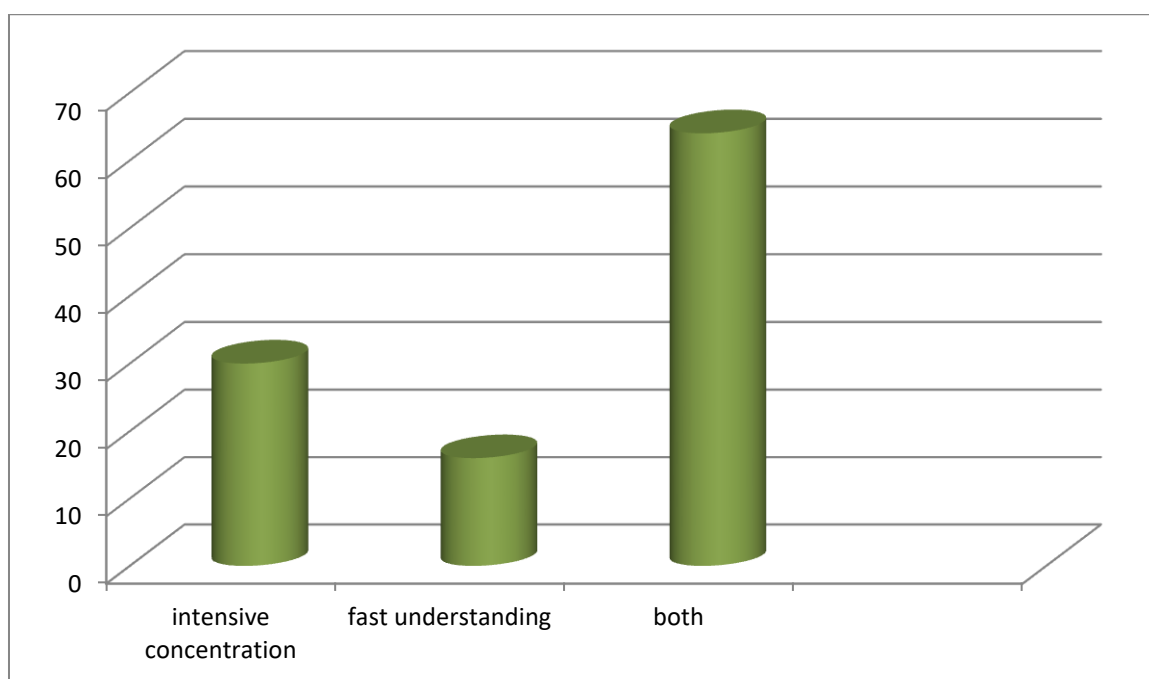


Graph 03: Students’ Awareness of the Three Stages of Listening

This graph shows students' answers about whether they are aware of the three stages of listening which are: Pre-listening, while and post-listening or not. The majority of them 62 (56.37%) have reply negatively. These because they are not familiar with listening steps and they never practise them. Whereas, 48 (43.63%) of them declare their awareness.

From the 48 of the students who have claimed their awareness of the listening stages, only 12 of them (10.90%) say that they pass gradually through them when they are involved in listening task. While, the rest say no .This may demonstrate that it is true that they know them but when it comes to practice, they move through them implicitly (without teachers' instruction).

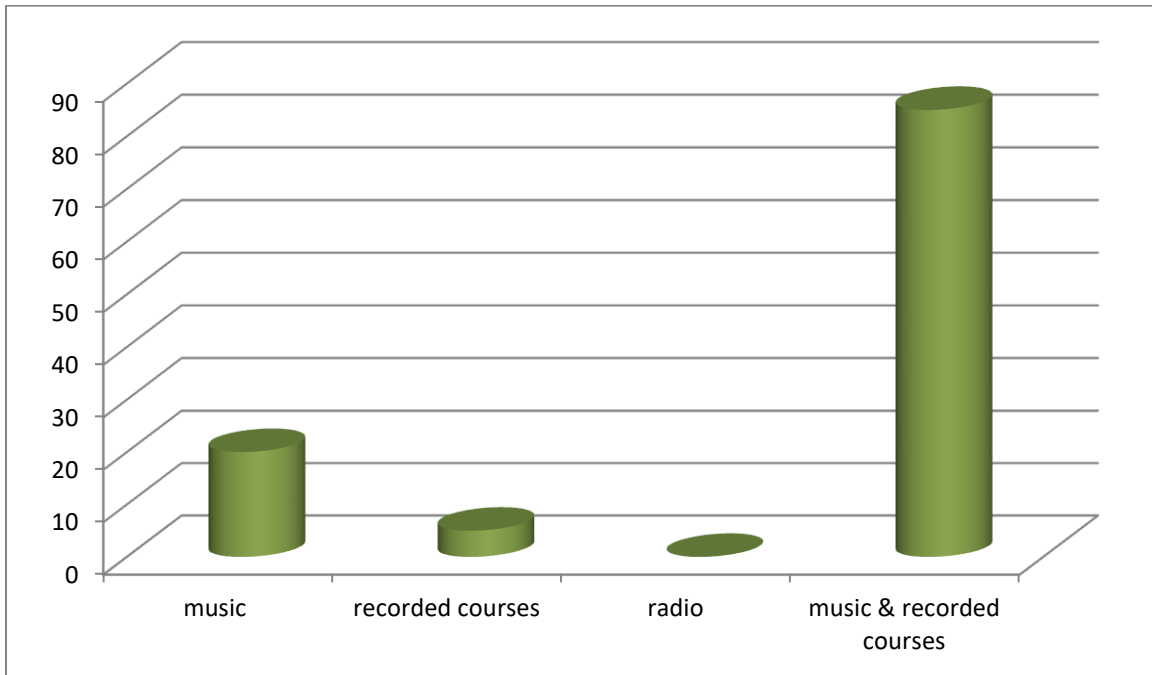
Item04: Which factor would increase your listening more?



Graph 04: Respondents' Opinion about the Factor (s) that Increase Listening

According to the graph, a big percentage of students (58.18 %) assume that both of intensive concentration and fast understanding have an important role on developing students' listening skills. Others, (27.28%) choose intensive concentration as the appropriate factor. Whereas, (16) of them agree upon fast understanding to be the most useful element in improving their listening.

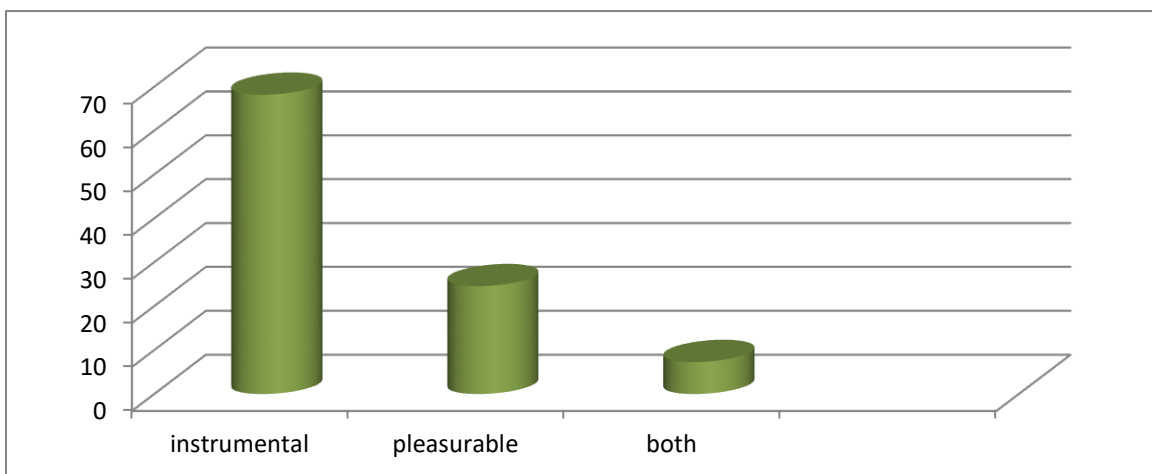
Item 05: What do listen to?



Graph 05: Students' Views about Listening Types

This question aims at discovering the different types of listening the students prefer to listen to. As it is shown in the graph, the majority of them, (77.27%) have considered music and recorded courses as the most preferred ones. The choices of the rest, (22.73%) vary between music and recorded courses. But, no one has opted for the last choice “Radio”. None of the respondents add other tools for listening.

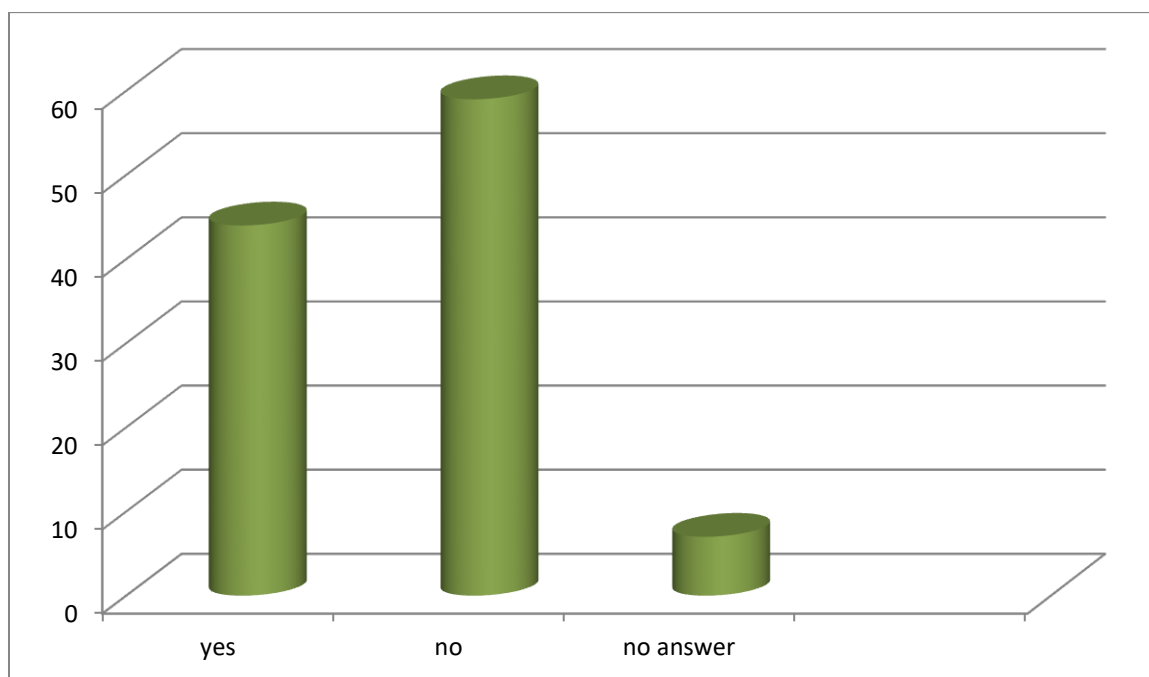
Item 06: What is the reason (purpose) for your listening?



Graph 06: Students' Perception towards the Purpose of Listening

The graph demonstrates that more than the half of the sample (68.18%) has claimed that they listen for the purpose of obtaining specific information (instrumental). 27 of them (24.54%) listen just for fun and entertainment (pleasurable). Only 8 students (7.28%) have indicated that they listen for both previous purposes.

Item07: Do you use any strategy (ies) to better understand what you listen to?

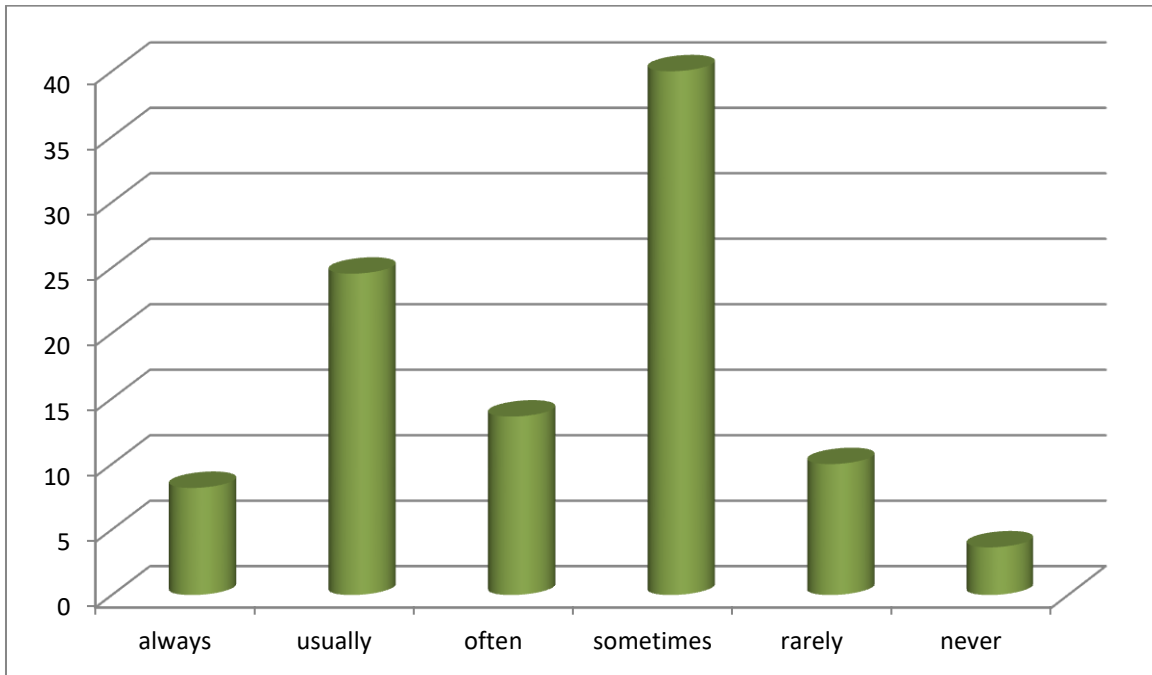


Graph 07: Students' Responses toward the Use of Listening Strategy (ies)

The current graph checks students' attitudes whether they try to use any strategy that may help them in achieving understanding of what they listen to or not. More than the half, (53.63%) has claimed that they have not tried at all; they consider it as teachers' roles to help them do so. While 44 of them (40%) have confirmed that they use listening strategies, 7 do not answer the question.

When students are asked to list the strategies that have a relation with listening, they have mentioned: the use of cell-phones, note-taking, intensive concentration, repetition, back up listening through pictures and videos, recording what they have listened to then take the most important notes, and understanding the whole messages without focusing on each word.

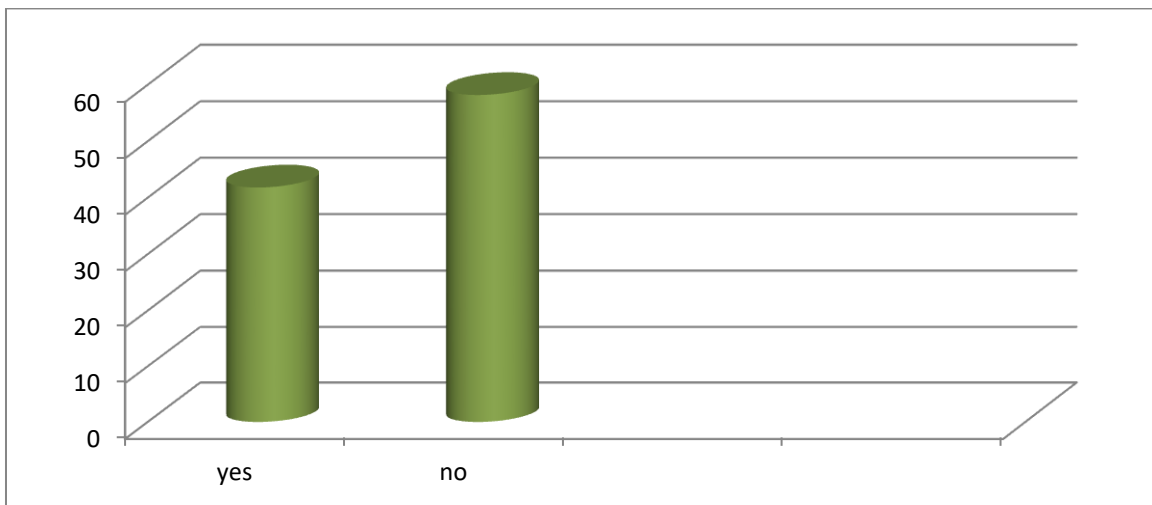
Item08: How often do you make self assessment in listening?



Graph 08: Frequency of Learners' Self Assessment in Listening

To investigate how many times do learners make self assessment in their listening, the previous graph shows the following: 44 of the students (40%) have replied by “sometimes”, 27 (24.54%) say “usually”, 15 (13.63%) say “often”, 11 (10%) say “rarely”, and 9 (8.18%) have opted for “always” and only 4 (3.64%) have never assessed their listening.

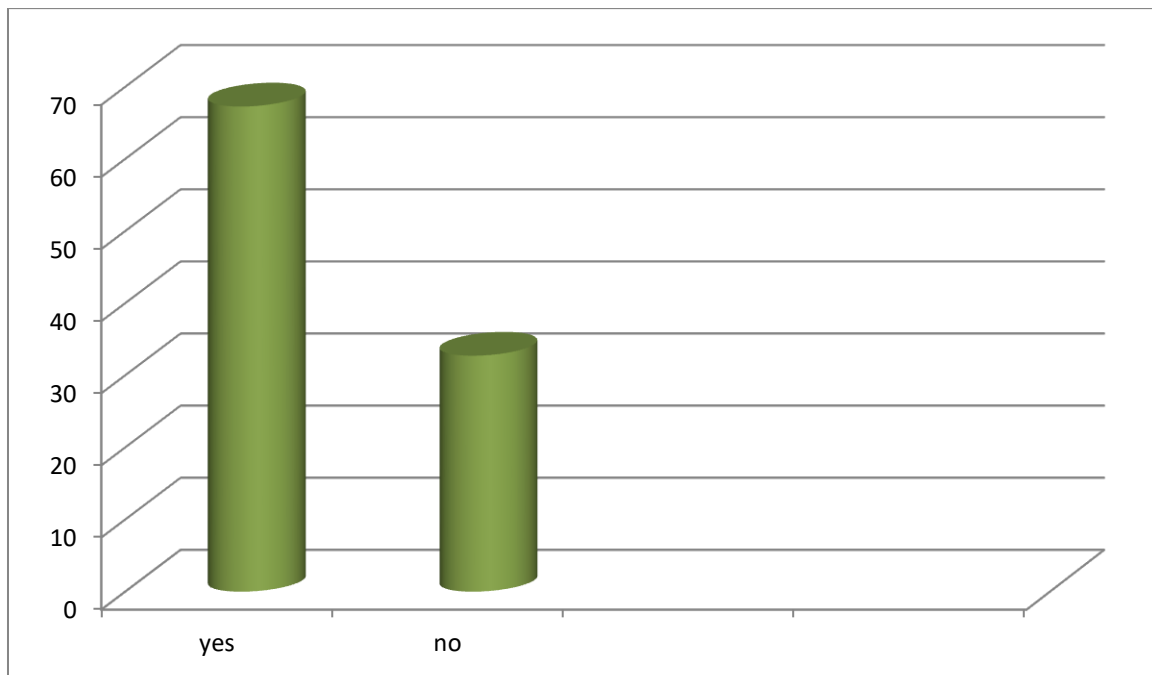
Item 09: Are you an active listener?



Graph 09: Students' Attitudes for Being Active Listeners

This graph is to check if students are able to listen successfully and select just the needed information from the listening materials. The majority of them 64 (58.18%) has answered negatively. Whereas, the rest admit that they are not active listeners due to the fact that they have never been taught the techniques for successful listening.

Item10: Do you encounter any difficulty (s) in listening?



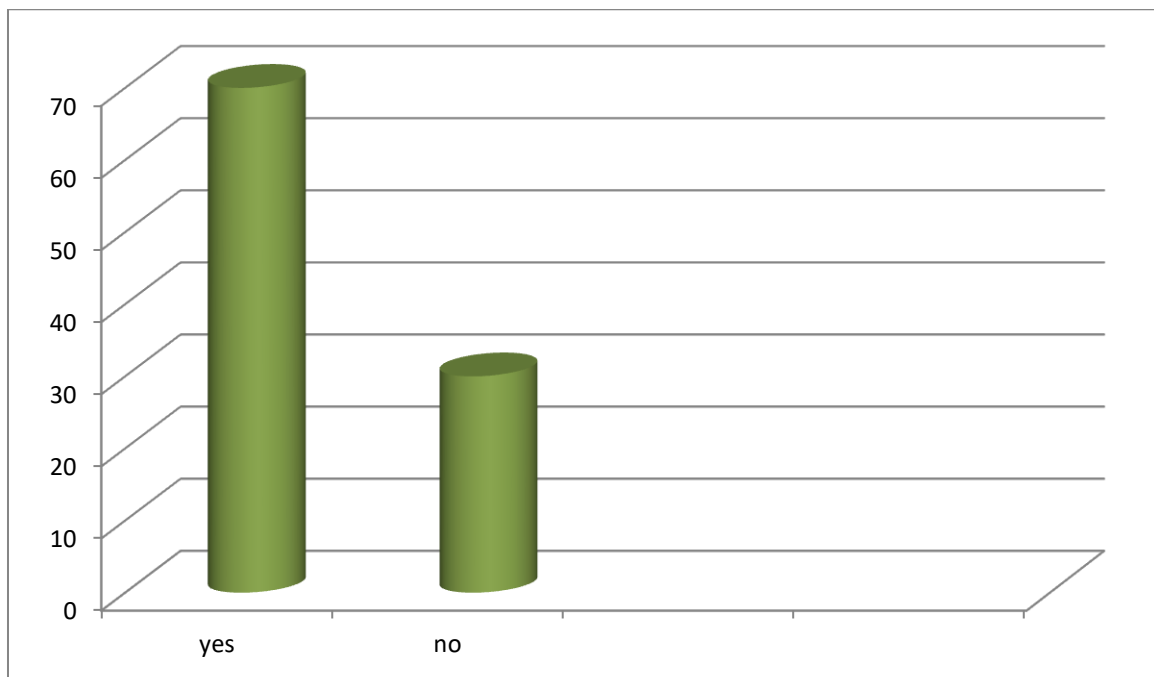
Graph 10: Students' Difficulties in Listening

The present graph checks if students face problems while listening or not. It reveals that most of them 74 (67.28%) cannot listen successfully as there are many barriers that ban their listening comprehension. While, 36 of them do not have any problem with listening.

Almost all the students who have replied by “yes” have related these difficulties to the unfamiliar vocabulary, accent, and the length and speed of the listening. Others believe that quality of the record materials and cultural differences are the most factors that influence listening. Just one of them has chosen “physical condition”.

Section Two: Note-taking

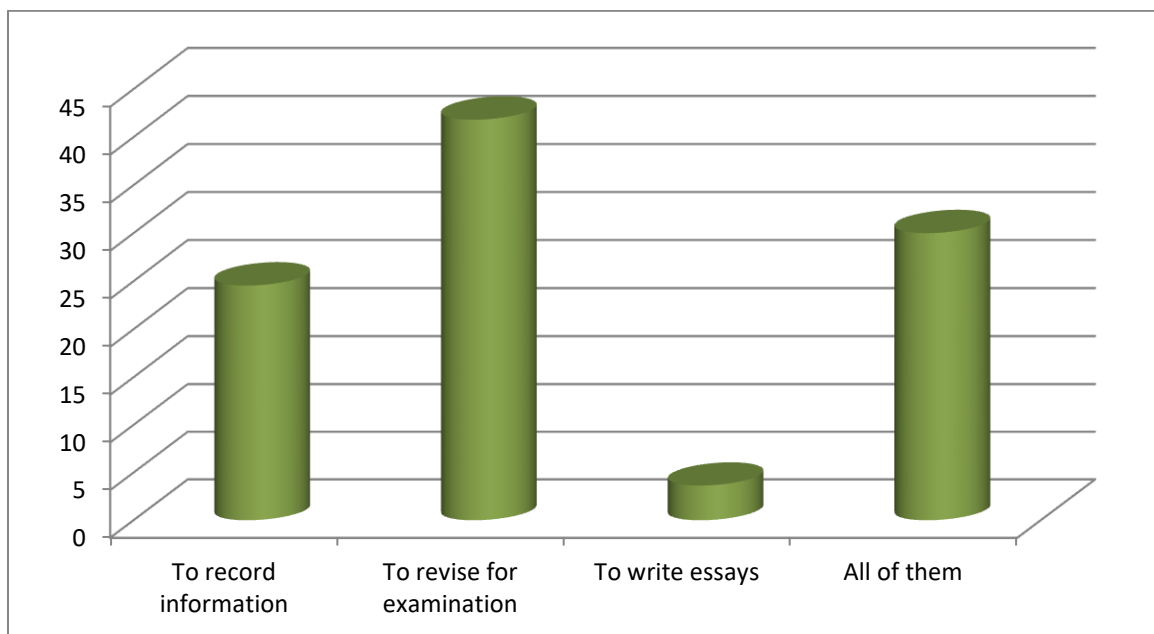
Item 11: Do you take notes?



Graph 11: Learners' Attitudes towards the Use of Note-taking

According to the graph, 77 students have declared that they rely on note-taking in their learning whereas, 33 do not.

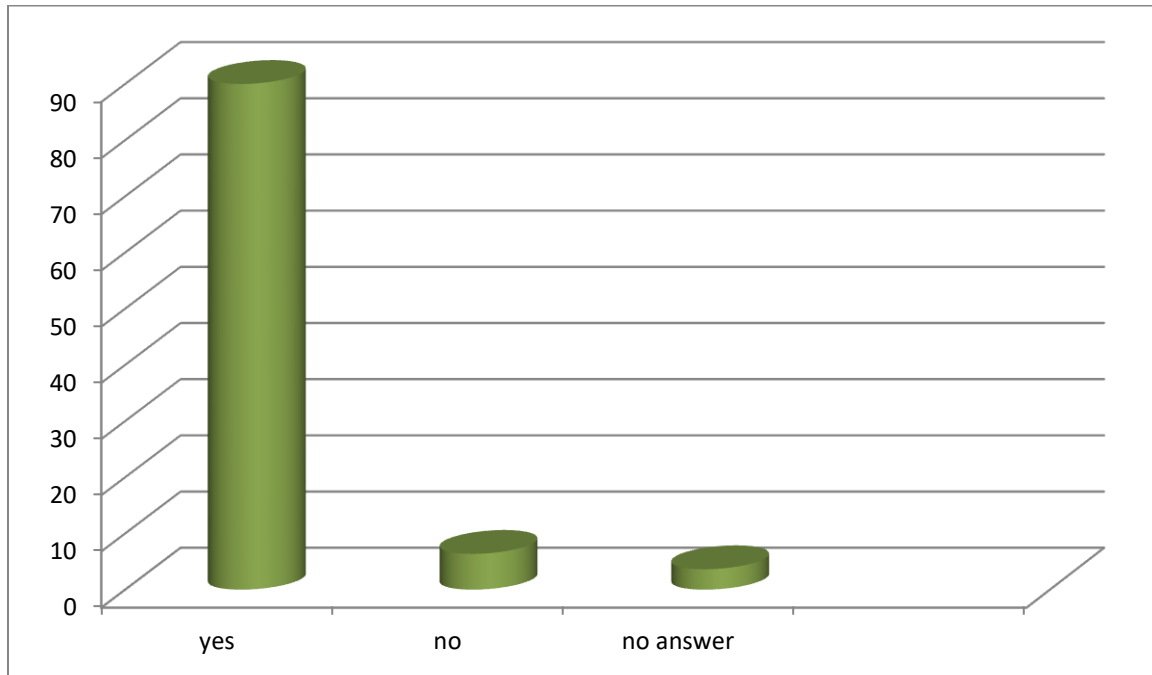
Item 12: Why taking notes?



Graph 12: Students' Responses of the Purpose of Taking Notes

This graph reflects that the students take notes for particular reasons. The majority 41.81% take notes to prepare for examination, other 24.55% for recording information and few for writing essays. Yet, 30% have agreed on all the already mentioned purposes.

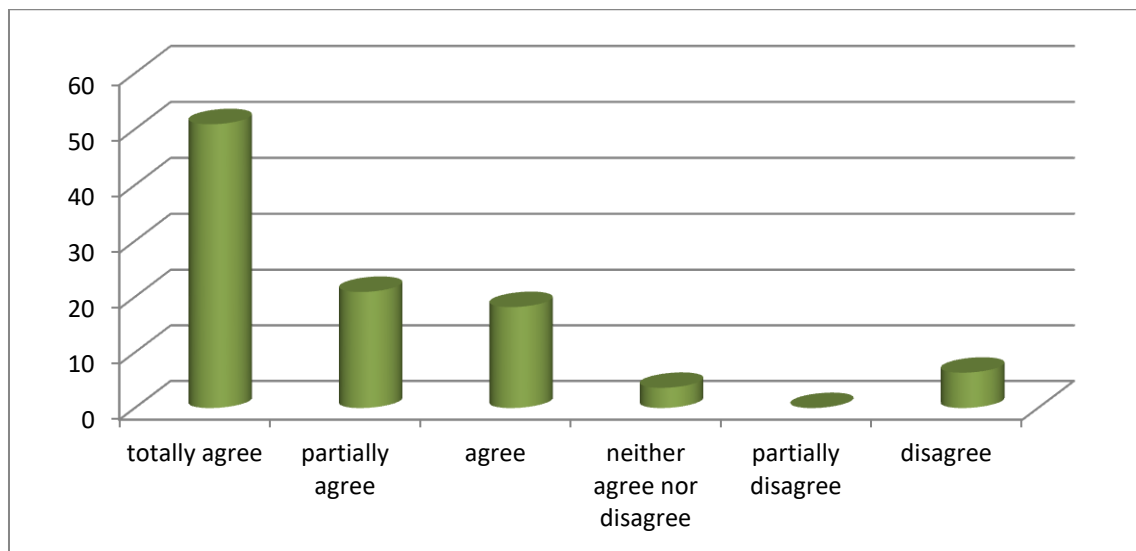
Item 13: Do you think that note taking is an effective strategy that facilitates FLL?



Graph 13: Students' Opinion Concerning the Effectiveness of Note-taking strategy in FLL

Based on this graph, students have given their opinion about note-taking as a facilitative strategy in EFL learning. Almost all students (90%) have agreed on its efficacy and effectiveness in academic learning. While very few of them (6.37%) have not acknowledged its benefits. 3.63% of the respondents ignore this question.

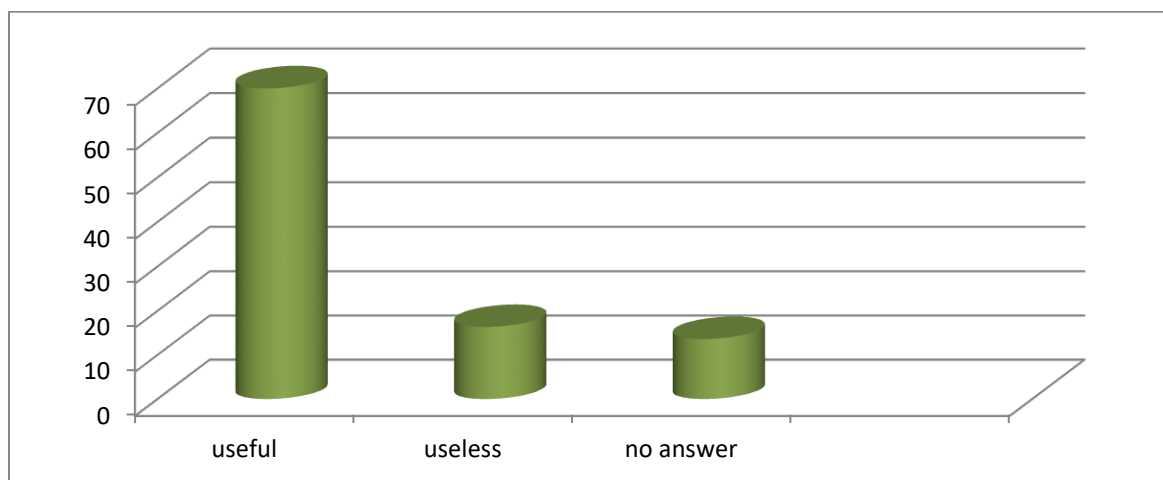
Item14: Do you agree that students who take NO notes forget MOST of the lectures very quickly?



Graph 14: Students’ Opinion about the Negative Impact of Not Taking Notes

From the graph above, students show different perceptions towards the negative impact of not taking notes in EFL learning. 50.90% of the respondents have totally agreed that when they do not take notes, they forget most of the lectures quickly, 20.90% have partially agreed, 18.19% have agreed, 3.64% have neither agreed nor disagreed whereas 6.37% have disagreed.

Item 15: To what extent do you think that being aware of the purpose and the way of taking notes would improve your ability to make notes truly useful?



Graph 15: Students’ Views about the Importance of Being Aware of the Purpose and the Way of Taking Notes

In this question, students are asked to provide their views if useful notes are determined by the purpose and way of taking them. Depending on the graph above, the majority 70% strongly believe on its usefulness, 16.37% have considered it useless. Whereas 15 of the sample have not answered because while the questionnaire was distributed many of them have asked about how this type of question should be answered.

Item 16: How to take effective notes?

In this type of question (rating scale), students are asked to indicate their priorities from one to four to take effective notes. Note –taking steps are given as follows:

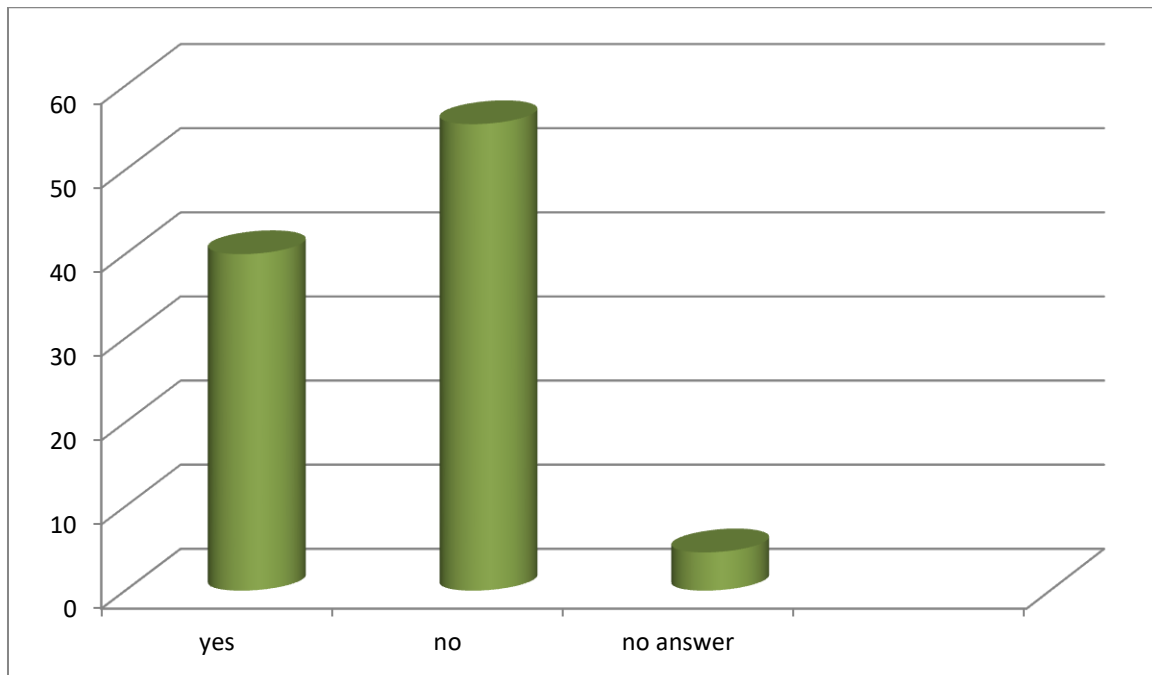
- a- Distinguish between facts, opinion, and example
- b- Determine the important information from the less important one
- c- Understand what they are looking for
- d- Summarize the notes to facilitate memorization

Some students have followed the coming order: (a-2, b-3, c-1, and d-4) as it was indicated right at the beginning. Others think that taking effective notes requires understanding what they are looking for, distinguishing between facts, opinions, and example, then, summarizing the notes for better memorization. Few of them have not answered correctly as they only have ticked (X) next to each column.

Item17: What are the most used/useful tools while taking notes?

This an open-ended question aims at discovering the most tools students use when they take notes. The common tools used by them are: phones, tablettes, highlighters, mind maps, records, the use of abbreviations, and summarizing technique. It is important to mention that big numbers of the students do not answer.

Item18: Do teachers encourage the use of note taking strategy as a tool to enhance the learning process?

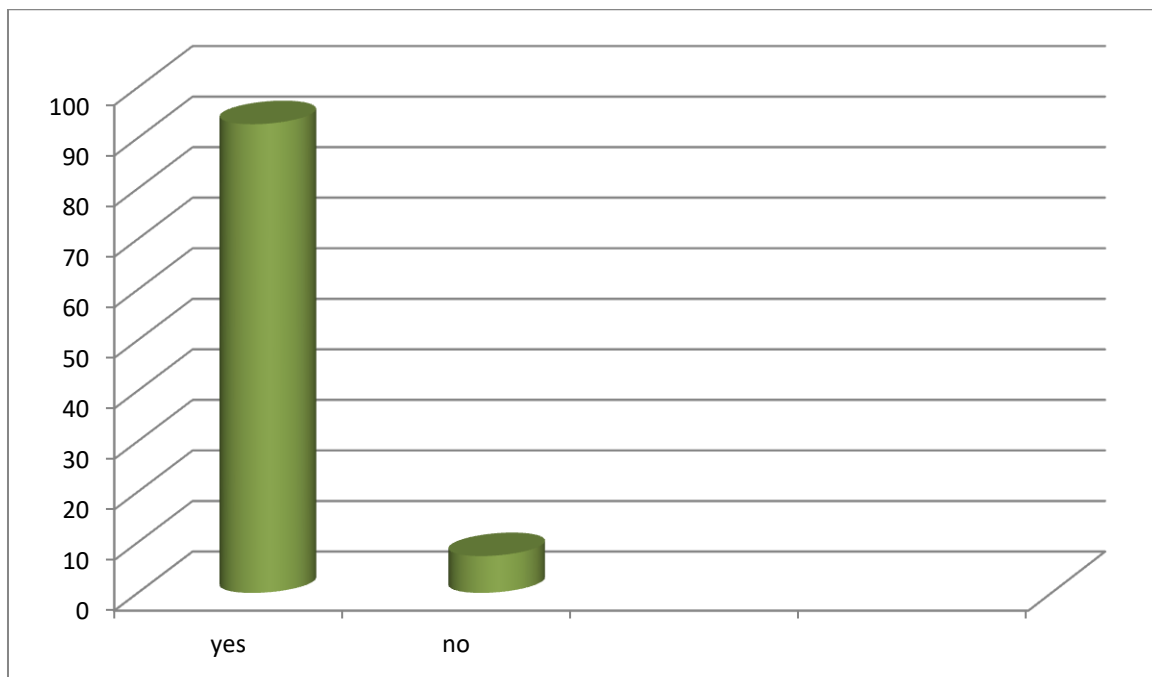


Graph 16: Students' responses if their teachers support the use of note-taking or not

According to the shown graph, the majority of learners (55.45%) admit that their teachers never ask them to take notes during lecture. This implies that teachers are not aware of the importance of note-taking strategy in enhancing the learning process. 44 students out of 110 acknowledge their teachers' role in pushing them to take notes.

Section 03: Listening and note-taking

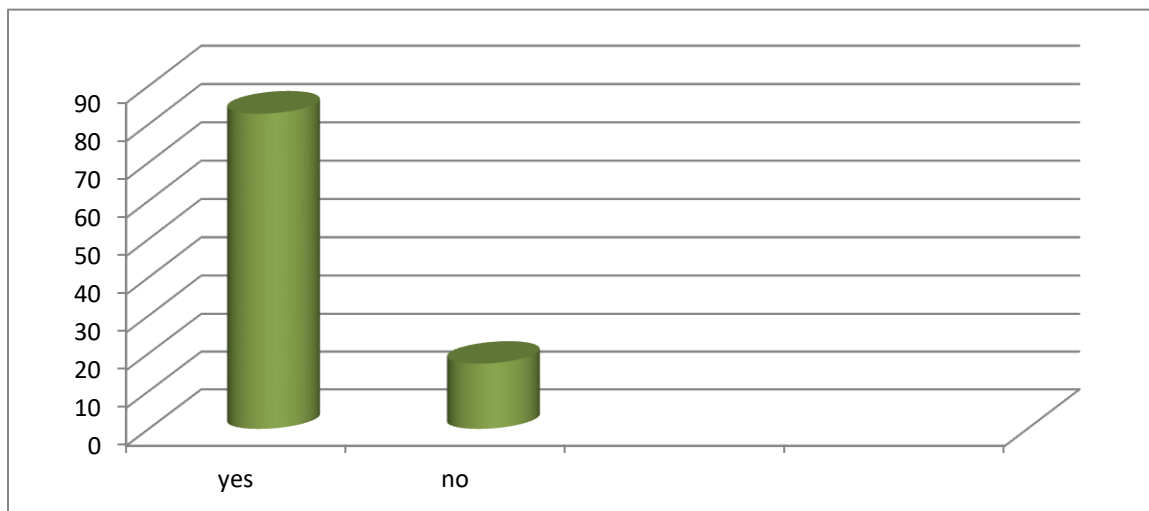
Item 19: Does note-taking have an impact on developing students listening skill?



Graph 17: Students' Attitudes towards the Impact of Note-taking Strategy on the Development of their Listening

This graph visualizes students' responses towards the positive effects of note-taking in increasing their listening abilities. Almost the entire sample 102 students have agreed upon the idea that this strategy contributes in improving the listening skill, only 8 do not consider it important.

Item 20: Are you aware about the benefits of note taking for listening comprehension?



Graph 18: Students’ Admission of their Awareness of the Benefits of Note-taking for the Listening Comprehension

This graph reflects students’ attitudes towards their consciousness of the positive impact of note-taking on achieving comprehension while listening. Unlike a high number of 91 students who have admitted this awareness, few of them (17.28%) disclaim it.

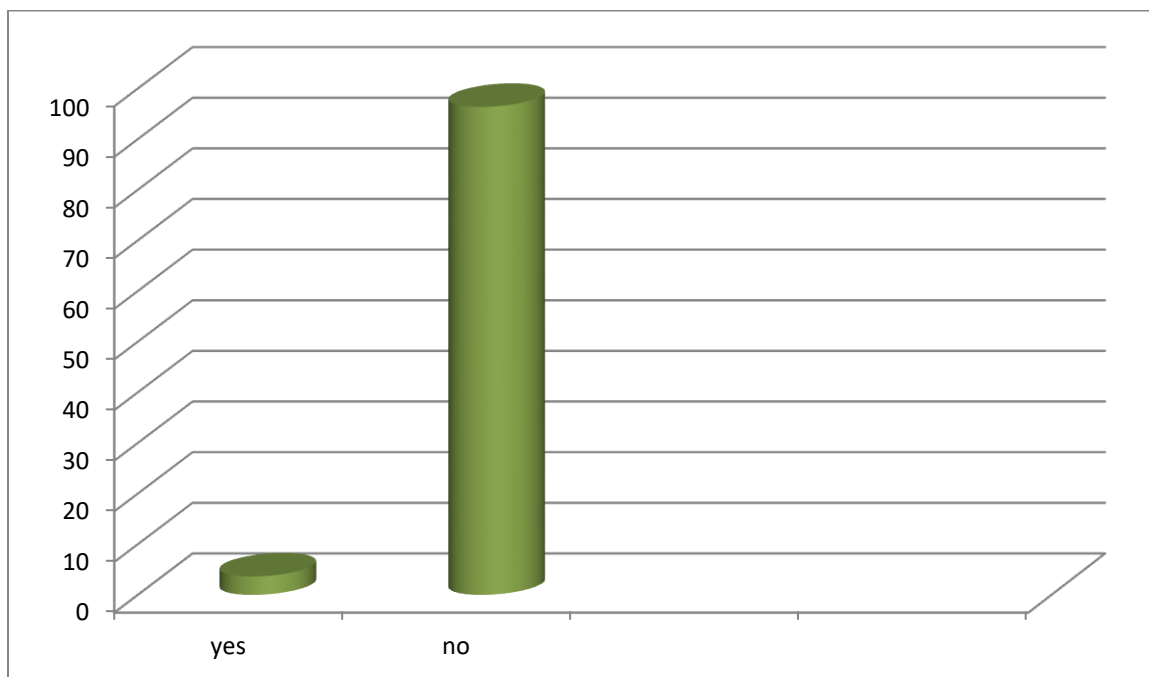
Nearly half of the students who have asserted their awareness argue their answers saying that being motivated toward the use of note-taking will develop their ability to listen appropriately. Also, it helps them to select the important information that they need and understand it at the same time as they cannot get all what they hear. Besides, it pushes them for sure to make efforts to concentrate and comprehend what they listen to. Whereas, those who are not aware, they do not add any clarification.

Item 21: How the second language listening proficiency level is highly related to the quality of notes?

More than the half of students has answered this open-ended question saying that a good quality of notes and their organization is the result of good listening. They have added that when they concentrate in their listening, they make structured and thoughtful notes to be used later. Only one student has claimed that the listening skill is not related to note taking strategy

and it can be improved through practice. It is worthy to mention that more than the half of the sample has not replied.

Item 22: During the listening tasks, students attempt to take notes. Should they take all what they listen to?



Graph 19: Students' Perceptions about taking all the Listening Material

Throughout this graph, it can be said that nearly the whole sample (96.37%) have said that when they rely on note-taking strategy while listening, they do not take all the given information. They have illustrated their views by saying that only key words and important ideas should be taken and getting all the information is a waste of time. Also, one of the students has mentioned that this strategy is called note-taking and not dictation.

Concerning the second category (3.63%) that thinks that all the heard information should be taken, some students have justified that sometimes the detailed information contribute in conveying the message successfully. Others have clarified their responses saying that they face difficulties when they listen and take notes at the same time.

Item 23: In few words, would you explain how to take useful notes that may help you to complete a listening comprehension test?

Only few of the respondents have answered the last question. They have claimed that to take appropriate and useful notes when completing listening comprehension tests, they should:

- Highlight the important ideas and key words, then, analyze and summarize them in well structured paragraphs.
- Write quickly to take as much notes as possible.
- Transform the notes taken into the student's own style so that they stick in his mind.
- Use different techniques like mind map, highlighters to facilitate the recall of the needed information.

7. Findings

The aim behind the present study is to check students and teachers attitudes towards the use of note-taking strategy during listening activities. Also, it looks for how it affects comprehension when learners are exposed to different listening materials. Both teachers and learners feedback questionnaires reveal the following: first, note-taking strategy positively affects listening comprehension. Second, it helps and pushes learners to overcome the different learning problems precisely in listening tasks focusing much more on the unfamiliar words. Finally, when the students review their notes, they would be able to recall the content of the listening passages easily since these notes are considered as reminders.

The findings of the present study admit that note-taking is a very beneficial and appropriate strategy in documenting the heard information. Consequently, the research alternative hypothesis is confirmed in which there is a positive and a big influence from the note taking's part on enhancing the listening comprehension skill.

From the results already shown, note-taking is one of the effective techniques that help in improving the listening skill. Therefore, EFL learners and teachers have to focus on its importance as it makes them in touch with all the aspects of the target language, and it contributes in improving the learning quality and production.

8. Recommendations

- Before being involved in the learning courses, instructors should think about their learners' needs, lacks and interests so that they can choose the appropriate materials that fulfill their gaps either in short or long term period.
- Since listening is considered as an active process that encompasses understanding the old and the new knowledge when necessary, it is important to encourage students to think over what they are listening to and activate their cognitive abilities.
- Listening is considered as one of the receptive skills that are used inside and outside the classroom. Consequently, researchers and tutors should show the greater importance of this skill.
- Instructors should pay more attention to the learning materials and tasks to make students master the listening skill successfully.
- Teachers should be knowledgeable about all what is new in relation to listening as well as include interesting topics and tasks from learners' real-life.
- Teachers should help their students to understand what they are listening to using their body language as well as providing short and precise directions through verbally or non verbal explanation.
- To achieve a greater success in language learning, an emphasis should be given to the listening skill as well as the application of its strategies.
- Depending on the research results, it is noticed that most of the students sometimes take poor notes. To make this activity successful, teachers could raise their learners'

awareness of the different kinds of note-taking technique such as the use of abbreviations, symbols and graphics to be used later for effective and accurate notes.

- Students should be encouraged to follow a written outline provided by the teacher to take relevant notes.
- As taking notes helps students to make a distinction between the most important and the less important knowledge, learners should be guided in this task by giving them the basic instructions of this technique.
- Based on the research findings, researchers recommend that teachers should include note-taking materials and consider them as an integral part in their listening instruction so that students can learn the different elements of the target language.

Conclusion

The present chapter explains the research methodology and design that are utilized to confirm or reject the research hypothesis and reports its results. It tends to analyze and clarify the importance of the listening comprehension as well as note-taking strategy in EFL learning. A related point that this chapter focuses on is to make FL learners and teachers aware about the aspects of the listening skills including: its stages, types and strategies as well as the role of note-taking in encouraging the learners to overcome all the listening problems.

This analytical chapter is based on both learners and teachers' contribution in which they have provided their different attitudes and views towards listening comprehension skill, note-taking strategy, and its effects on the improvement of listening as well as solving learning problems. As a result, researchers have relied on the theoretical part (chapters 1 & 2) and the practical one (chapter 3) so that they can prove that this strategy has a positive impact on the first variable (the listening skill).

To conclude, this research suggests that students on one hand should receive the basic techniques of note taking for better achievements. Teachers on the other hand, have to support

their learners and encourage them to work on their listening comprehension skill, and at the same time, they need to be in constant contact with new techniques and materials that facilitate the learning process including note-taking strategy in this developing teaching world.

General conclusion

The aim of the present study is to diagnose the effects of note-taking strategy on EFL learners' listening comprehension. To succeed in achieving the research objectives, a literature review was studied and analyzed carefully. The emphasis was mainly on discussing listening comprehension strategies, looking for areas of difficulties that learners may face while listening, and an overview of the role of note-taking strategy and its advantages in improving students listening comprehension. The current study relied on one pre-interview and two questionnaires administered to both teachers and second year students as measuring tools for the purpose of gathering their attitudes and opinions towards ideas and issues in relation to note-taking, confirming the research hypothesis as well as being able to generalize the results.

When speaking about learning problems, especially while listening and taking lecture notes, it has been realized that the rate of speech and the target language variation (different range of accents) are considered to be the main problems that educators and teachers ought to work on and overcome to put learning in a more advanced level. It was concluded from the obtained results that while taking notes, FLL learners could perform successfully if the teacher exposes them to different listening materials for better understanding and assisting their notes. Therefore, the organization and the presentation of the lecture would be clear for them and through practice they could be competent in taking reliable notes and cope with any listening material.

All in all, the obtained results confirmed the hypothesis already put at the beginning of the research. This latter assumed that note-taking as a learning strategy has a positive impact on enhancing students' listening comprehension skill, and both of them are important skills inside and outside classrooms. Therefore, the research findings can serve as a guide and

reference for many learners and teachers who are interested in conducting a deep research to discover the listening skills and the various issues surrounding it.

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Appendices

Appendix 1: Students' Pre-interview:

- 1- Are you good listeners?
- 2- Do you face problems while listening?
- 3- What are the reasons that make you unable to understand the listening materials?
- 4-Do your teachers advise you to follow any listening strategy when you are involved in listening tasks? If ye, what are they?
- 5- Are you aware about note-taking strategy? If yes, do you teachers use it in the classroom?

Appendix 2: Teachers' pre-interview

- 1-Do you think that your learners are good listeners?
- 2- According to you, what are the listening difficulties that paralyze learners' listening comprehension?
- 3-Are aware about note-taking strategy?
- 4- Could it be an appropriate solution for listening difficulties?
- 5- If yes, have you ever motivated your learners to implement it during listening?

Appendix 3

TEACHERS' QUESTIONNAIRE

Dear teacher,

This questionnaire aims at finding out teachers' views about the listening skill and the impact of note taking on listening. We would appreciate your collaboration if you could answer this questionnaire. Please, tick (x) the appropriate answer or make a full statement when necessary. May we thank you in advance for your cooperation.

BOUKEHILI Imen & BELTAYEF Kheira

Department of English University of

8 May 1945. Guelma

Section one: listening comprehension skills.

1- How can you consider the importance of the listening skill in EFL classes?

1 2 3 4 5 6 7

Important — — — — — — — not important

2- In your opinion, which factor could improve learners' listening more?

-Intensive concentration

-Fast understanding

-Both

3- During a listening session, the teacher has many roles to play. Would you mention some of them?

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.....
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4- What are the listening materials that motivate the learners more to listen inside the classroom?

-Videos

-Songs

-plays

-If others mention them, please:

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.....
.....
.....

5- How often do you make learners' assessment in listening?

| | |
|-----------|--------------------------|
| Always | <input type="checkbox"/> |
| Usually | <input type="checkbox"/> |
| Often | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Rarely | <input type="checkbox"/> |
| Never | <input type="checkbox"/> |

6- According to you, what kind of listening passages lead to greater improvement in L2 listening comprehension competence?

-The use of authentic passages

- The use of pedagogical passages

Clarify, please

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.....
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7- Could you cite any type(s) of general listening you know?

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.....
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.....

8- Which of following classroom listening types your students perform?

Reactive Intensive Responsive
Selective Extensive Interactive

9- What are the listening sources you prefer to use with your students?

Student talk Teacher talk Guest speakers
TV (Video, DVD) Radio Songs

10- Do your students encounter any listening difficulty (ies)?

Yes
No

If “yes”, what is (are) the most common one(s)?

- Quality of the recorded materials
- Accent
- Length and speed of the listening
- Cultural differences
- Unfamiliar vocabulary
- Physical condition

11- Do you apply any strategy (ies) to help your students overcome these difficulties?

Yes

No

If “yes”, could you mention some strategies you often use?

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Section two: Note taking

12- Teachers tend to raise their learners’ awareness of different strategies to learn a foreign language. Do you agree that note taking is an effective and successful one?

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

13- How important do you believe that taking notes helps students to keep and recall information?

| | |
|-------------------|--|
| Not at all | |
| Very little | |
| A little | |
| A lot | |
| A very great deal | |

14- To take notes successfully, teachers have to: (please indicate your priorities by ranking from 1 to 4).

| |
|--|
| |
| |
| |

-Encourage learners to revise the notes to increase the understanding of the content.

-Raise learners' awareness about the importance of taking notes.

-Teach learners how to take good lecture notes.

-Teach learners how to organize and store the notes.

15- Do you think note taking method should be included within the syllabus to be acquired as a learning strategy?

Yes

No

16- To what extent do you think that the awareness of the purpose and the way of taking notes are crucial in EFL classes?

1 2 3 4 5 6 7

Important — — — — — — — not important

17- Depending on your teaching experience, is it important that teachers realize first their students' perceptions so that they can better deal with individual differences and preferences that relate to the practice of note taking?

Yes

No

Section three: the relationship between the two

18- Do you agree that students can recall the content of listening passages easily by reviewing the notes?

| | |
|-------------------|--------------------------|
| Totally agree | <input type="checkbox"/> |
| Partially agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor | <input type="checkbox"/> |

| | |
|--------------------|--|
| disagree | |
| Partially disagree | |
| Disagree | |
| Totally disagree | |

19- Taking lecture notes is a useful strategy for augmenting students' attention and retention while listening.

Yes

No

Explain, please

.....

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.....

.....

20- Does taking notes and listening to the lecture simultaneously represent a challenge for EFL learners?

Yes

No

21- Despite the importance of note taking in the teaching/learning process, there is no sufficient direction to the role of taking notes in increasing the rate of retention. Consequently, students show a weakness in the listening skill

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

Comment, please

.....

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22- How important do you regard that note taking instruction should be integrated with the listening instruction to facilitate and develop the listening competence?

| | |
|-------------------|--|
| Not at all | |
| Very little | |
| A little | |
| A lot | |
| A very great deal | |

23- Could you add any comment(s) that you see beneficial to this topic, please?

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Thank you for your cooperation!

Appendix 4

STUDENTS' QUESTIONNAIRE

Dear student,

This questionnaire aims at finding out learners' views about the listening skill and the impact of note taking on listening. We would appreciate your collaboration if you could answer this questionnaire. Please, tick (x) the appropriate answer or make a full statement when necessary. May we thank you in advance for your cooperation.

BELTAYEF Kheira & BOUKEHILI Imen

Department of English University of

08 May 1945. Guelma

Section one: listening skill

1- How could you describe your level in listening?

| | |
|-----------|--|
| Very good | |
| Good | |
| Average | |
| Bad | |
| Very bad | |

2- How important do you consider the listening skill in understanding the implied meaning of messages?

| | |
|-------------------|--|
| Not at all | |
| Very little | |
| A little | |
| A lot | |
| A very great deal | |

3- Are you aware about the three stages of listening (pre-listening, while and post listening)?

Yes

No

4- Which factor would increase your listening more?

Intensive concentration

Fast understanding of what is said

Both

5- Generally speaking, what do listen to?

Music

Recorded courses

Radio

Others,pecify:

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6- What is the reason (purpose) for your listening?

Instrumental (to obtain a specific aim)

Pleasurable (just for entertainment)

7- Do you use any strategy (ies) to better understand what you listen to?

Yes

No

If “yes”, could you cite them?

.....

.....

.....

.....

8- How often do you make self assessment in listening?

| | |
|----------|--|
| Always | |
| Usually | |
| Often | |
| Sometime | |
| Rarely | |
| Never | |

9- Are you an active listener?

Yes

No

10- Do you encounter any difficulty (s) in listening?

Yes

No

If “yes”, are those difficulties due to:

Quality of the recorded materials

Cultural differences

Unfamiliar vocabulary

Length and speed of the listening

Physical condition

Accent

Section two: Note taking

11- Do you take notes?

Yes

No

12- Why taking notes?

| | |
|---------------------------|--|
| To record information | |
| To revise for examination | |
| To write essays | |
| Other | |

If other, specify

.....

.....

.....

13- Do you think that note taking is an effective strategy that facilitates FLL?

Yes

No

14- Do you agree that the students who take NO notes forget MOST of the lectures very quickly?

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

15- To what extent do you think that being aware of the purpose and the way of taking notes would improve the your ability to make notes truly useful?

1 2 3 4 5 6 7

Useful — — — — — — — useless

16- To take notes effectively, students have to: (indicate your priorities by placing numbers from 1 to 4)

- Distinguish between facts, opinions, and examples
- Determine the important information from less important ones
- Understand what they are looking for
- Summarize the notes to facilitate memorization

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| |

17- According to you what are the most used/useful tools while taking notes?

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18- Do teachers encourage the use of note taking strategy as a tool to enhance the learning process?

Yes

No

Section three: listening and taking notes

19- Does note-taking have an impact on developing students listening skill?

Yes

No

20- Are you aware about the benefits of note taking for listening comprehension?

Yes

No

Clarify, please

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21- How the second language listening proficiency level is highly related to the quality of notes?

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22- During the listening tasks, students attempt to take notes. Should they take all what they listen to?

Yes

No

Why?.....

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.....

23- In few words, would you explain how to take appropriate and useful notes that may help you to review them when completing listening comprehension tests?

.....
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.....
.....

Thank you for your cooperation

Résumé

La prise de notes est considérée comme l'une des stratégies importantes qui aident les apprenants à atteindre leurs objectifs académiques surtout pendant les tâches d'écoute. Cependant, un très peu d'attention a été accordée à son importance, ainsi que son instruction. Par conséquent, la principale préoccupation de la présente étude est d'examiner s'il y a une relation positive entre la stratégie de prise des notes et la capacité de compréhension orale compétence. La recherche actuelle a été menée par une méthode descriptive quantitative dans laquelle les questionnaires pour les enseignants et les apprenants ont été administré afin de connaître les différents problèmes des apprenants sont confrontés tout en écoutant et comment la prise de notes peut être une solution appropriée, les chercheurs ont choisi au hasard un échantillon de 130 étudiants d'une population de 200 et 20 enseignants FLL du département anglais de 8may 1945 université (Guelma). La constatation indique qu'en effet, les apprenants rencontrent beaucoup de difficultés lors de l'écoute, y compris la vitesse d'élocution, l'accent et vocabulaire inconnu de la langue cible. A partir de ces résultats, il est conclu qu'il existe un lien positif entre la prise de note et la capacité d'écoute de compréhension que si les enseignants et les apprenants sont conscients de l'utilité de cette stratégie dans l'amélioration de cette compétence demandes qui est à l'écoute. Finalement, il est recommandé que les enseignants devraient encourager leurs élèves à compter sur les différents types de la prise de notes afin que leur capacité d'enregistrement l'information et de prendre des notes précises tout en écoute pourrait améliorer.

الملخص

يعتبر تدوين الملاحظات أثناء الإصغاء واحدة من الاستراتيجيات المهمة التي تساعد المتعلمين على تحقيق أهدافهم الأكاديمية ومع ذلك فإن الاعتناء بأهميتها و توجيهاتها أولى اهتماما قليلا جدا وهذا ما جعل الهدف الأساسي من هذه الدراسة هو معرفة ما إذا كانت هناك علاقة إيجابية بين إستراتيجية تدوين الملاحظات و الفهم أثناء إلقاء الدروس. لقد اعتمد هذا البحث طريقة كمية وصفية تحليلية تركز حول طرح أسئلة على المعلمين و المتعلمين بغية معرفة مختلف المشاكل التي تواجه المتعلمين أثناء الاستماع للدروس و كيف يمكن لإستراتيجية تدوين الملاحظات أن تكون حلا مناسباً. حيث أخذت العينات المتكونة من 130 طالباً من أصل 200 و 15 أستاذاً بقسم اللغة الانجليزية بجامعة 8 ماي 1954 (قالمة). وقد أشارت نتائج الاستبيانات إلى أن المتعلمين يواجهون العديد من الصعوبات عند الاستماع للدروس بما في ذلك سرعة الإلقاء، صعوبة اللمنة، وكذا المفردات المبهمة للغة المُدرسة. من خلال النتائج المتوصل إليها نستنتج أن هناك صلة إيجابية بين تدوين الملاحظات والفهم أثناء الاستماع حيث أن المعلمين والمتعلمين يدركون مدى فائدة هذه الإستراتيجية في تحسين قدرة الفهم. وقد اختتم هذا البحث بمجموعة من التوصيات تنص في مجملها على أن يشجع المعلمون طلابهم على الأخذ بعين الاعتبار مختلف أشكال تدوين الملاحظات الدقيقة أثناء الاستماع للدروس من أجل تحسين قدرتهم في حفظ المعلومات و اسرعة استرجاعها واستعمالها متى اقتضت الضرورة ذلك.