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THE IMPACT OF THE STRATEGIC NOTE-TAKING IN ENHANCING EFL LEARNERS' LISTENING SKILL

A Case Study of third year LMD EFL students at BISKRA UNIVERSITY

Research project submitted to the department of Foreign Languages in partial fulfilment of the requirement for the degree of Master in English Language: Sciences of the Language

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Declaration

I, Harrouz Besma

Hereby declare that this Master dissertation entitled *The impact of the strategic note taking in enhancing EFL learners' listening skill*, was carried out by me for the degree of Master in English, under the guidance and supervision of Mrs. Samira Messaibi. University of Biskra

Books, articles and websites, which I have made use of are acknowledged by complete references. Also, I confirm that this work has not previously been submitted and will not be, either in the same or different form. To this or any other university for the award of any degree.

Miss.Harrouz Besma

Signature:

Dedication

This dissertation is dedicated to :

The one who always helped me to find my strength, to persevere and endure the obstacles

of life. To the hero of my life **my**

grandfather

May God have mercy on him

I will never take for granted, how greatly I've been blessed for when it comes to parents**:**

Father, Mother, Aunt Dija; for their

love, care, and understanding.

My dear family, without exceptions, thank you for the

unconditioned support you have always given me.

Harrouz Besma

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ABSTRACT

The current study aims at describing and investigating the impact of the strategic note taking in enhancing EFL learners' listening skill. Thus, we hypothesized that if learners take notes effectively, their listening skill will be enhanced. To confirm this hypothesis we opt for the use of the descriptive study inferred from the results obtained from teachers' and students' questionnaires. The main objectives of this work are investigating the relationships between the two variables and raising the learner's awareness of the importance of taking notes during lectures. In addition to providing them with the effective methods that assist them as the Cornell note taking method. It further attempts to give implication for EFL teachers to teach and use this strategy while lecturing. The tools used to reach those objectives are questionnaires administrated to third-year EFL learners at the Division of English at Biskra University, in order to gather the necessary data about the topic under study. The present work is composed of three chapters; the first and the second are theoretical, they represent an overview of the listening skill and the strategic note taking. Furthermore, the third part is practically devoted to the analysis of eliciting data. The results obtained which prove the hypothesis are tabulated and analysed in the last chapter. It revealed that taking notes during lectures, promotes the deep concentration and attention to the course. Hence, learners will be an active listeners. In addition, their listening skill will be enhanced.

List of Abbreviations

CMap: Concept Map

EFL: English as Foreing Language

W.M: Working Memory

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General   Introduction

Introduction

Unlike high schools, studying at University differs in the way knowledge is delivered, thus learners must depend on themselves in developing their personal skills. One of the most valuable skills learers have to develop at University is the ability of taking notes. The key for ensuring a good notes depends on their listening skill. Consequently, most learners have limited knowledge about the importance of taking notes and how much it can enhance their listening skill. In fact, few people realise how fast memory fades; studies on memory shown that without review, 47% of what a person has just learned is forgotten in the first twenty minutes and 62% is forgotten after the first day. Therefore, having good lecture notes to review can determine how well learners are able to enhance their listening skill. In addition, note taking is related skill that teachers should teach to support their students' learning performance. Since learners' listening skill is strongly linked to note-taking, EFL learners are expected to have good knowledge about the different methods of this skill and its importance in enhancing their listening skill

1. Statement of the problem

Many EFL learners claim, that when they listen to the teacher's lecture, they can follow easily, but when it comes to remember what it has been said some time later, they simply cannot. A further problem that learners address is, the rapid disappearance of the content of what they hear.Learners like it when teachers provide the class with notes or handouts, because those available materials relieve them from spending much effort during lectures. Some learners try to get down the teacher's word exactly, and that is nearly impossible.

Whereas, others fail to take even the simplest notes. In both situations, learners could improve their lecture notes, and enhance their listen skill by giving more attention to the strategies of those skills. Consequently, this study investigates the relationship between taking notes, and the learners listening skill.

2.Literature review

One of the most valuable skills learners have to develop at University, is the ability of taking notes. According to previous studies, good skill in taking notes will help the learners not only to recall information, and remember materials, but, even enhance their listening skill. From the early ages, Dante Alghieri (1265–1321) stated that "listens well who takes notes ", to recent studies where O'hairand Wooden (1988) claimed that "meaningful notes results from carefully planned listening for structure, and from fighting the distraction, not from random selection" (p.114).

Furthermore, Hale & Courtney (1991) presumed that taking notes could help learners recall the content easily. The purpose of their study was to explore whether note-taking could promote English as foreign Language students listening comprehension skill, through the analysis of the questionnaire's feedback, the finding showed that 77% of students can remember the content easily by taking notes. Additionally, Ferris and Tagg (1996) stated that the lack of note-taking skills and problems with note-taking as well as listening comprehension are troublesome areas most often reported by international students. Consequently, students' lack of comprehension may contribute to their silence in oral classroom discussion. Besides, a good reason to take notes is that you can never re-listen to

speech or a presentation. You must take every opportunity to record and keep information so you can use it later.

A further problem that listeners often address is the rapid disappearance of the content of what they listen to. Many language learners claim that as they listen, they can follow the speakers with some ease, but when it comes to remembering it some time later, they find themselves behind eight balls. This is a serious problem that has to be taken into more consideration in studies on retention. One way to alleviate the problem is to expose learners to varied post listening activities of which note-taking is one. Moreover, many educators believe that note taking should be explicitly taught in school (Bakunas & Holley, 2001; Eidson, 1984; Kiewra, 1987; Ornstein, 1994; Spires & Stone, 1989). According to Ornstein (1994), note-taking should be part of the curriculum. Besides, Lin (2005) indicates that note-taking is an effective strategy for students to improve their listening comprehension. In another instance, Gilbert (1989) observes how difficult it is to take notes from a lecture in a foreign language. Even in some cases, Koren (1997) suggested that the students can take notes in L1 while listening to L2

An other study done by Yeh (2004) supposed that note-taking could help students pay more attention to their listening , and according to the analysis of his questionnaires' feedback, the result reveals that students can facilitate their listening skill , by taking notes, because they can pay more attention to the content..

Language educators have approached note-taking from different perspectives (Carrier, 2003; Fajardo, 1996; McKeating, 1981; Slotte & Lonka, 2003). Some researchers have found positive relationships between note-taking and learning performance. According to Hartley

and Davies (1978, cited in Boon, 1989) out of 35 studies on the effects on note-taking, 17 studies found that the note-takers performed better than the non-note-takers, 16 studies found no difference, 2 studies found that note-taking interfered with performance. Other studies indicate that note-taking has no effect on the learners' performance

In line with the previous scholar's feedback, the present study intends to investigate the impact of note-taking on the learners' listening skill.

3.**Significance of the study**

Through this research, we intend to introduce the relationship between note-taking and the listening skill for EFL third year learners at Biskra University. It is a good opportunity to spotlight on the different methods of the strategic note taking for learners to apply them in their courses and exemplify how can note taking be taught.

4. **Research Question**

The present study is based on the following questions:

- ❖ Is an effective note-taker an effective listener?
- ❖ To what extent is taking notes important in enhancing the listening skill?
- ❖ Does strategic note-taking affect the learners' listening skill?

5. **Hypothesis**

As a first attempt to answer the preceding questions, we hypothesise that:

- ❖ If learners take notes effectively, their listening skill will be enhanced.

6. Aim of the study

This work seeks to probe the relationship between note-taking strategy and the listening skill. Therefore, through this study, we aim to:

- ❖ Raise EFL learners' awareness about the different methods of taking notes.
- ❖ Explain how learners can use and apply those methods during lectures.
- ❖ Point out how can note taking be taught.

7. Research Methodology

This work will take the form of a descriptive research, that focus on the qualitative method, because the work wanted to see to what extent the relation between note-taking and the learners' listening skill.

As a data gathering tool, we have decided to use semi-structured questionnaires for both teachers and students as a research tool, that will be useful in collecting and analysing the gathered data.

8. Population

We have decided to choose third year LMD students (366 students) at the Department of Foreign Language, Division of English at Mohamed kheider University of Biskra.

9. Sample

To follow up this study, we have chosen our respondents among teachers and students. A total of thirty (30) students from third-year students (Department of Foreign Languages Division of English) as a sample of study, who are chosen randomly and will respond to

questionnaire anonymously. In addition, we have selected five (05) teachers to accomplish this work.

10. Structure of the Dissertation

This dissertation is composed of three main chapters, the first and second chapters are concerned with reviewing the related literature, and the third chapter is the practical part of the study.

Chapter one provides a general overview about the academic listening skill, it describes the main concepts of this skill. Furthermore, it sheds light on the main principles of the listening skill.

Chapter two introduces the different methods of note-taking. Moreover, this chapter is devoted to give the different methods of note-taking. In addition, it introduce some implication for EFL teachers.

Chapter three deals with a detailed analysis of data gathered about investigating the impact of note-taking in enhancing EFL learners' listening skill. It focuses on interpreting and analysing teachers' and students' questionnaires for accepting or rejecting the hypothesis.

11.Limitation of the study

This research is limited to, third year students (Department of Foreign Languages Division of Englis) Biskra's University. Moreover, the research is limited to investigating EFL learners' listening skill.

Chapter One

Chapter One : Listening Skill, Overview and Related Concepts

CHAPTER ONE
LISTENING SKILL: OVERVIEW AND RELATED CONCEPTS

Introduction

"We are given two ears, But only one mouth, because listening is twice as hard as talking" (Larry Alan Nadiglt). This idea leads us to consider that the most important skill of the English language is the listening skill. The English language is based on the quality of the input which is initially given as a form of oral input on different occasions during lectures. Moreover, listening is one of the challenging skills for second/foreign language learners. But since listening is relevant to all kinds of interaction, academic or casual, learners have to develop this skill, because by becoming better listeners, learners will improve not only their productivity (output), but their overall acquisition of the language.

Since the listening skill is an important factor in the second/foreign language learning process, listening comprehension barriers and difficulties must be identified.

1.1. Difference Between Hearing and Listening

Hellesving.K, (2015) stated that "The difference between hearing and listening skill Hearing and listening have quite different meanings." Hearing is a passive occurrence that requires no effort; you can hear someone speaking without listening to the words. Hearing defines only the physical measurement of the sound waves that are transmitted to the ear and into the brain where they are processed into audible information. Moreover, hearing occurs with or without your consent. The National Youth Council said that, hearing is such a passive quality, it occurs even while you sleep. On the other hand, listening is a conscious choice that demands your attention and concentration. It goes far beyond your natural hearing process. It means paying attention to the words that are being said, can

affect the quality of your listening skills. All that lead to one idea, that most people tend to be hard of listening rather than hard of hearing.

1.2. Definition of listening

Due to the fact that there is no agreement on a single definition among scholars, defining listening is not an easy matter. Scarcella and Oxford (1992:138), defined listening as "a process of receiving, attending to, and assigning meaning to an aural stimulus."

Furthermore, Hirsch(1986:45) pointed out that "the examination of several listening definitions reveals at least ten (10) different conceptual components of listening: hearing, interpreting, understanding, assigning meaning, acting to sound stimuli, selectively receiving the sound stimuli, remembering, purposefully attending to the sound stimuli, analysing information presented, and using past experiences as filter of the new information". Additionally, Rost(2002:01), claimed that "the variability of defining listening is a natural consequence of different theoretical interests and beliefs of scholars." In addition, he stated that whatever conceptual components are used, all listening definitions draw upon one of four orientations: receptive, constructive, collaborative or transformative. Moreover, Rost (2009), added that listening is one of the words we use in everyday life without thinking deeply about its meaning. Yet the listening skill is an active and vital mental ability. It is also one of the essential means helping us to understand the world around us, and one of the prerequisite components in establishing successful communication.

1.2.1. Listening Comprehension

The term comprehension is defined by Rost.(2002:123), as "the process of relating language to concepts, in one's memory and references in the real world." Moreover, it is pointed out that comprehension is often considered to be the first-order goal of the

listening skill, the highest priority of the listener, and sometimes is the purpose of listening (ibid:59). In the same line with Rost opinions, another opinion shared by Lynch (1996:13) who claimed that in the case of language learners, successful comprehension has an importance beyond the short-term satisfaction of having understood; comprehension is regarded as an important potential route to progress in the foreign language.

To achieve a successful listening is not whether listeners have understood every single word, but whether they have built enough of the meaning to satisfy their purpose.

Actually, and according to Nunan (1989:23), "when learners listen to an aural input they store the meaning of the message, rather than the forms in which these are encoded". Thus, as pointed by Anderson and Lynch (1988:09), "listeners are not a tape recorders or trained parrots. They tend to be selective in terms of what they find most interesting or important or comprehensive in any particular message."

1.2.2. Active Listening

Devito.J (2000) pointed out that **Listen** stands for:

L: look at the persons that speak to you to engage them with good eye contact.

I: stands for inquiries. It is good to open questions like what, which, who, why, when and of course the better question starts with how.

S: summarize. Summarize what you have understood from what the other person is saying and use paraphrases.

T: take notes. E: encourage speakers to say more.

N: naturalize your feeling. Stay objective and avoid bias

Active listening is not a task that happens suddenly, but instead, is an active process in which a conscious decision is made to listen to, and to understand the message of the speaker. As it was defined by Michael.H (2006) "active listening is a person's willingness

and ability to hear and understand. At its core, active listening is a state of mind that involves paying full and careful attention to the other person.". Furthermore, Carl.R(1980) stated that "Attentive listening means giving one's total and undivided attention to the other person, and tells the other that he is interested and concerned."

But even though, a person may have a good listening ability, but he may not always be able to understand all what is being said. Active listeners tend to develop a useful way of thinking about meaning as they listen. O'Malley and Chamot (1990:02) stated that" competent individuals are effective, because of special ways of processing information.". In line with this, Lan McWinney noted that " you can learn to be a better listener, but learning it is not like learning a skill that is added to what we know. It is peeling away of things that interfere with listening." Hence active listening is a skill that can be acquired and developed with practice.

Additionally, active listening is not only means focusing fully to the speaker, but also showing both, verbal and non-verbal signs of listening (responses), as it is explained in table1.

Table 1. Active listening skills

Attentive body language
- Posture and gestures showing involvement and engagement
- Appropriate body movement
- Appropriate facial expressions
- Appropriate eye contact
- Nondistracting environment

Following skills
(Giving the speaker space to tell their story in their own way)
- Interested 'door openers'
- Minimal verbal encouragers
- Infrequent, timely and considered questions
- Attentive silences

Reflecting skills
(Restating the feeling and/or content with understanding and acceptance)
- Paraphrase (check periodically that you've understood)
- Reflect back feelings and content
- Summarise the major issues

Table1: **Adapted from, Robertso,K. (2005, Des). Active listening-more than just paying attention. Vol(34), P(1054), shows the active listening skills.**

1.3. The importance of listening

We are given two ears but only one tongue, which is a gentle hint that we should listen more than we talk. Studies show that adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. (Adler, R. Et al. 2001). This can be the starting point that shows how listening can be important.
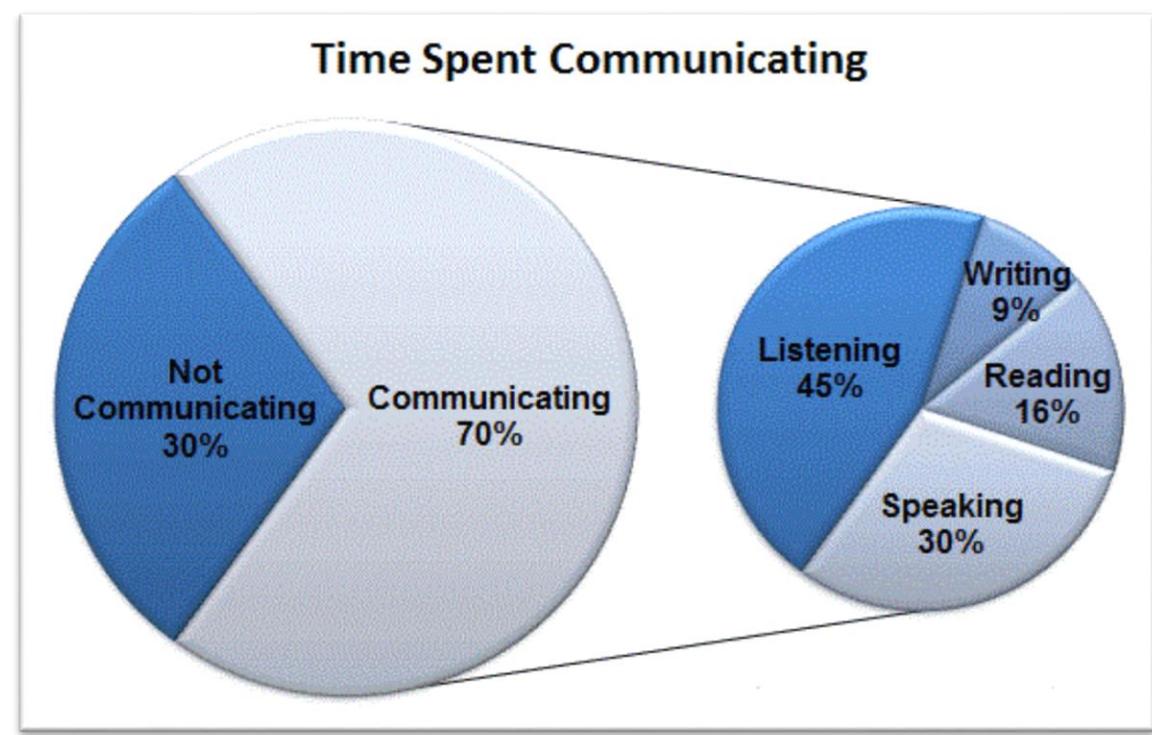
Figure01: **Based on the research of:** *Adler, R., Rosenfeld, L. and Proctor, R. (2001)*
Interplay: the process of interpersonal communicating (8th edn), Fort Worth.
Representing the time spent Communicating.

Roast (1994) declared that listening comprehension is very important in a foreign language instruction, because of many reasons. One reason is that listening is a process by which we get input, and without understanding it learning cannot occur. Furthermore, referring to Doff (1995), listening has a great impact in developing speaking. In other words, we cannot develop our speaking skill unless we develop our listening skill. So as a result, learners need as much exposure to English as possible (enforcing the listening tasks) .

1.4. Types of Listening

Bennett, T. (2014, Apr 7) in his article "*5 types of listening to became an Awesome listener",* claimed that, with every different situation, the way you listen requires a different type. People may be trying to learn something new, develop a relationship, build an appreciation for something, or even make a logical evaluation ᴇach different type has a different special skills that are needed to master the techniques. The five different types of listening are as follows:

1.4.1. Discriminative listening

Bennett, T(2014), claimed that it is the most basic (important) type of listening, it develops through childhood and into adulthood. This type is concerned with the different sounds, also it is akin to distinguishing the speakers' gender, or the number of people in conversation. For this type there are three (03) key parts:

a. Ability to hear: you should have a good ability of hearing to discriminate between sounds.

b. An awareness of sounds: Being attuned to the sound structure will make you a much better discriminative listener.

c .Understanding nonverbal clues: Often a person's words do not communicate their true feelings or emotions, which means discriminative listeners need to look at the way the speaker acts, or how the words are said, to really understand the intended meaning of the speaker.

1.4.2. Comprehensive listening

The   main goal of this type is to understand the speaker's message, In fact, many people tend to interpret the same conversation in different ways, depending on their individual and social backgrounds.

Comprehensive listening demands that you concentrate on the message and its source, and it is concerned with these three variables (ibid,2014).

a. Vocabulary: the amount of vocabularies (Lexis),determines the ability of understanding the message

b. Concentrating: it is concerned with curiosity, interest and the energy to stay focused.

c. Memory: Because we cannot process information without using our memory, it's critical in comprehensive listening. It helps you to establish expectations of what you will encounter.

1.4.3. Relationship listening

Bennett.T (2014), also claimed that, sometimes the most important factor in listening is in order to develop or sustain a relationship.

Relationship listening does require you to listen to the information, the focus you need to have is on simply understanding the speaker.

1.4.4. Critical listening

In addition, he noticed that critical listening is a type of listening in order to evaluate and judge, forming opinions about what is being said. Judgment includes assessing

strengths and weaknesses, agreement and approval. This form of listening requires significant real-time cognitive effort as the listener analyses what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

1.4.5. Appreciative listening

Finally, Bennett.T(2014) pointed out that in the appreciative listening, we seek certain information which will appreciate, for example, that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

1.5. Stages of listening

When a message is sent to us, we need to be able to manage a number of mental tasks at the same time in order to be a successful listener, and to fully understand and retain what we heard. Referring to   Joseph Devito(2000) in his book "*The elements of public speaking"* (7th ed.). He has divided the listening process into five stages: receiving, understanding, remembering, evaluating, and responding.

1.5.1. Receiving

This stage is represented by the ear because it is the primary tool involved with this stage of the listening process. In addition, we are actually gathering the words and sentences in our brain to be used in the next stage.

1.5.2. Understanding

In the understanding stage, the listener attempts to understand the meaning of the message, which is not always easy. For one thing, if a speaker does not enunciate clearly, it may be difficult to tell what the message was.

1.5.3. Remembering

Klin.B (1996:26), stated "Yet memory is often a necessary and integral part of the listening process." In other words, if something distracts the listener' attention, he/she could miss out on information that explains the main points of the message .

1.5.4. Evaluating

In this stage, the listener tends to judge the value of the message. Although, the evaluations of the same message can vary widely from one listener to another.depending on the listeners' different experiences, and their personal opinions sometimes result in prejudiced evaluations (Ibid, 1996:28).

1.5.5. Responding

Devito. J (2000) stated that responding is the fifth and the final stage, it's the stage at which the listener indicate your involvement. Almost anything he/she does at this stage can be interpreted as feedback. In addition, the listener can give feedback in the form of verbal feedback; however, he/she can respond nonverbally.
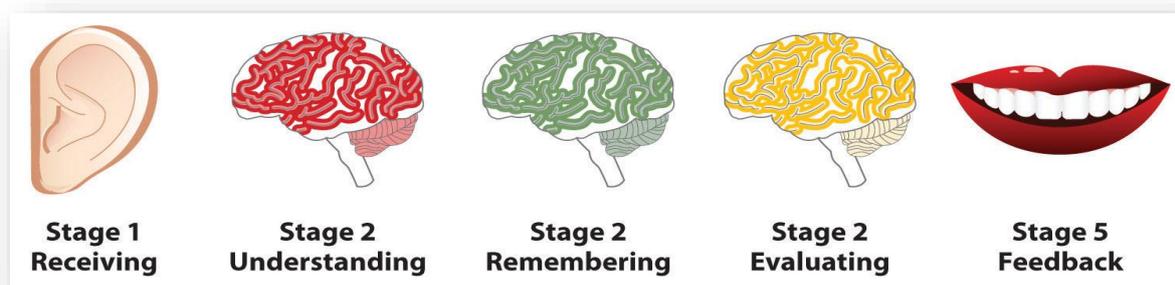
Figure02: Shows the stages of feedback. Devito, J. (2000). *The elements of public speaking* (7th ed.). New York, NY: Longman.

1.6. Listening processes (approaches)

Two major approaches that explain the listening process are the top-down and the Bottom-up approaches. Field(1999: 338) claimed that "the metaphors "top" and "bottom" reflect the hierarchical view of the stages through which listening proceeds."while listening, individuals will use the two processes, with more emphasis on one of them, depending on their reasons of listening.

1.6.1. Bottom-up process of listening

The bottom-up level of the listening process, as defined by Celce. M (2000:103), involves prior knowledge of the language system. In listening, the bottom-up approach is a matter of the listeners first decoding the smallest units of what they hear. Nunan (1993) explains that "when those units of language are identified, they are chained together to form the next highest unit; those units in turn are chained together to form the next highest unit and so on .

Referring to Richards (2008) who defined the bottom-up processing saying"it refers to the use of incoming data as a source of information about the meaning of a message".

From his perspective, listening comprehension is viewed as a process of decoding the smallest linguistic elements and built them into larger units that carry a meaning. In other words, starting from phonemes into syllables, syllables into words, words into clauses, clauses into propositions, and so on .

The bottom-up components deal with

- Retain chunks of language of different lengths for short periods.

- Recognise the stress patterns of words.

- Recognise the rhythmic structure of English.

- Recognise reduced forms of words .

- Guess the meaning of words from the context in which they occur.

- Recognise typical words order patterns in the target language.

- Recognise grammatical word classes (part of speech).

1.6.2. The top-down process of listening

The top-down approach starts from the opposite end. . Chaudron and Richard (1986:113) pointed out that "top-down processing makes use of non-linguistic knowledge as a part of the process comprehension. This may take many forms, including expectation about the topic and structure of a piece of discourse based on real-world knowledge". In other words, this approach defines the comprehension, starting from the

listeners' background knowledge of the non-linguistic elements and then going down toward the individual sounds.

In the top-down processing, it is necessary to decode every word of an utterance, the listener makes use of his background knowledge of the subject, his knowledge of the overall structure of the text, and his expectation of how language works.

The main theory about the top-down process is called *"the schema theory"*. This term was first used by the Barlett(1932), cited in Nunan(1999:201). Anderson and lynch(1988) defined this theory as "a mental structure, consisting of relevant individual knowledge, memory and experience, which allow us to incorporate what we learn into what we know". In this line Rumelhart and Ortony (1977) added that "the role of schema is the the basic building blocks of the human information processing system".

The top-down components deal with:

▪ Assigning places, persons, or things to categorize.

▪ Inferring causes and effect relationship.

▪ Inferring the topic of discourse.

▪ Inferring the sequence between events.
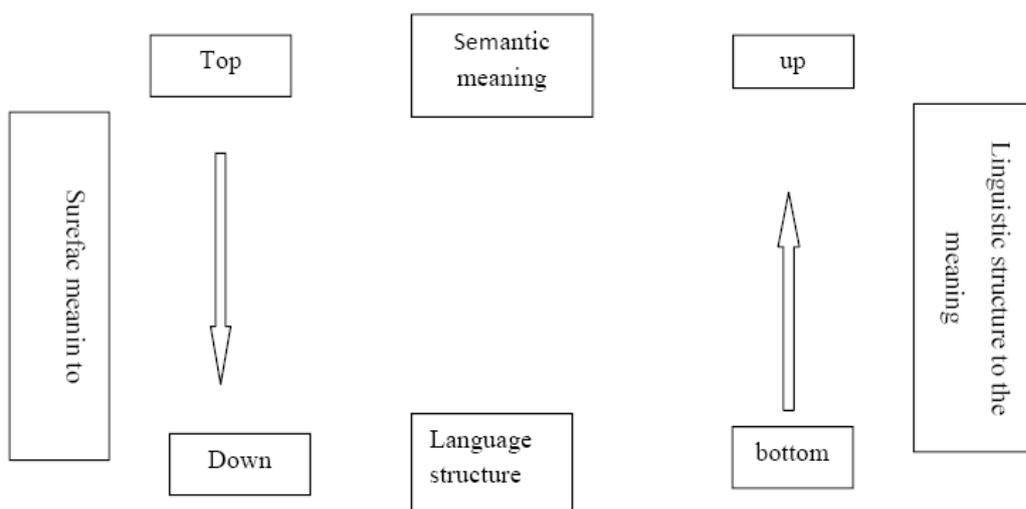
Figure03: Bottom-up/ Top-down models. *(Ahmed Bachar lecture, 2014)*. **This diagram shows the operation of giving the input and explaining the structures, which is used by teachers to teach listening skill.**

1.7.   Problems of listening skill

Without understanding the   input appropriately, learning simply can not get any improvement. In addition, without the listening skill, no communication can be achieved

(Cross, 1998). As for that, language learners, especially those who learn English as a foreign language in a non-native setting, find it difficult to acquire good listening skill. There are several problems which may appear during or before listening. Here are some of them.

1.7.1. Problems Concerning the language elements

The language itself may be the main source of listening comprehension problems. In particular, unfamiliar words, difficult grammatical structures, and the length of the spoken text may present students with listening problems.

1.7.1.1. Problems of the unfamiliar vocabulary

The majority of learners face a real problem concerning the unfamiliar words, including jargon and idioms. In addition, another problem that gets the learners confused is when the words have more than one meaning and different usage. Referring to Hung (1998), who informed that listening passages with known words are easier for learners to understand, even if the theme is unknown to them. His research represented that knowing the meaning of the words might arouse students learning interest and lead to a positive effect in listening ability. In other words, the lack of vocabulary is a big obstacle for most learners in listening comprehension.

1.7.1.2. Problems concerning the long and complex sentences

Hellinger.N (2012:137-140) stated that, some teachers use many long and complex sentences when delivering lectures. The use of long and complex sentences contain complicated structures and more informed. Thus, it may create challenges for non-native speakers, and it may cause a misunderstood of the lecture .

1.7.1.3. **Problems concerning the use of colloquial and slang expressions**

Hellinger.N(2012) also, pointed out that if the listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as (stuff for material, guy for man, etc.), as well as slang. Students who have been exposed mainly to formal English may not be familiar with these expressions. The uses of colloquial and slang expressions are likely to cause problems for non-native speakers in understanding a lecture.

1.7.2. **Problems concerning the listener**

Yagang. F (1993) argued that learners reveal that their problems may arise from their inability to recognize the main words in listening comprehension and understand the spoken text from the first listening.

1.7.2.1.Problems related to the psychological characteristics

According to Yagang. F (1993:10), the listening comprehension process is also a relatively complex psychological process. In psychology, it is stated that when a person feels nervous or anxious he or she may not be concentrated. When one felt uncomfortable, his or her ability to listen is greatly reduced. Boredom and frustration are other barriers to listening comprehension. Boredom and frustration may affect the extent to which attention is paid to listening.

1.7.2.2. **Problems concerning the concentration**

An additional problem which affects Learners' listening comprehension, is concentration. Brown(1986:287) and Yagang.F(1993) highlighted the issue of listening during the lessons, learners are required to be attentive since in a very restricted time they are required to process and understand a strand of newly introduced information. Failure to

concentrate will result in the students missing some of the lecture content, which will eventually affect their understanding of the whole lecture.

1.7.2.3. Problems concerning the memory

As Quine (cited in Brown, 1995: 9) many learners tend to quickly forget what they heard after the speaker finishes talking or they may spend too much time on translating. Therefore, when they need to choose the answer, they forget what was said and end up not knowing which answer is correct.

1.7.3. Problems concerning the speaker

Problems of listening comprehension related to speaking can be seen in relation to natural speech, pronunciation, varied accents, and a voice heard only on an audio-tape or cassette recorder without seeing the speaker. (Brown, 1995: 17).

1.7.3.1.Problems of pronunciation

According to Brown(1995:19). The unclear pronunciation of some speakers is also considered as a source of listening problem. Many students claimed that unclear pronunciation causes much difficulty for them in understanding their English listening lesson.

1.7.3.2.Problems concerning the variety of accents

Learners felt confused because they thought English had different 'versions'. Especially the difference between British English and American English was an important contributor to this confusion (Ibid,1995). "In school, our teachers try to teach British English but we always hear American English on television. The pronunciations and intonations are quite different." Goh(2000).

1.8. Conclusion

Listening has been called the twenty-first century (Bently,2000; Grau,2003), because it is essential in all areas. Furthermore, Listening skill is a complex process of interpretation, in which the listeners much what they listen to what they already know. In addition, it goes through different stages; receiving, understanding, remembering,and responding to a stimuli or a message. Whereas, hearing is the process of letting in, but not attending to audible stimuli.(Richard.W and Lynn.H, 2009: 211). Moreover, Learners in our context have many problems in getting the intended meaning of their interlocutors , these problems concerning the language elements, the complex sentences, the speaker, and even the listener himself.

This chapter was limited to listening in general. We have mentioned the definition of listening, the process in which listening takes place, types of listening and the main problems concerning the listening skill. In the next chapter, we will introduce the strategic note taking and how it can enhance the learners' listening skill.

Chapter Two

Chapter Two: The strategic note taking

CHAPTER TWO

THE STRATEGIC NOTE TAKING

Introduction

Note taking is not too simple as it seems; a pen, a paper, and a couple of ears. However, note taking is an extremely important skill that is underestimated. Moreover, note taking is a common strategy that helps you to pay more attention, remember, and organize ideas. Note taking is one way to avoid forgetting things with a few words as possible, as it can be a sketch instead of words.

In addition, note taking is a related skill, and an essential tool in many information transmission situations, especially at the University level, which is the level we are interested in here. That is why, note taking should be taught by teachers, It allows to gather information from lectures, book, or any situation that they will later have to memorize in order to successfully complete their academic program with a better achievement. Furthermore, note taking and storage methods vary and differ according to the learners' learning style and needs.

The purpose of this chapter is to show the impact of note taking on the learners' listening skill. It also shows several specific strategies of note taking for both teachers and learners for better achievement.

1.1. Definition of Note Taking

Note taking is also written as (notetaking). It is to record and capture the essence of information, Moreover, recording the key points of information from another source, such

as an oral discussion, lectures, books, and other sources in a systematic way. Range.E (2014:6), stated that " *Taking notes is little like making a sandwich, you have to gather the bread and ingredients first, then you arrange them in the right order to make a tasty snack.".* In other words, learners have to gather the information together in a way that makes sense to them, and choose the appropriate method that suits their needs.

1.2. Note Taking And Note Making Skills

Note taking and note making refers to two different processes in using notes for study. This study guide adapted for Forensic psychology. According to Neville.C (2010:25), **Taking notes** is during lectures or seminars, is writing down what other people are saying for a future reference. Whereas, **making notes** is from reading books, journal, or any form of text.

The difference between taking and making notes is about the transition between a passive, to an active process,(Ibid,2010). As it is described in table02

Note-taking	Note-Making
A process that involves writing or recording what you hear or read in a descriptive way. This is the first stage of the process of producing effective notes.	An advanced process that involves reviewing, Synthesizing, and connecting ideas from reading and presenting information in readable, and creative way.

Table02: Neville.C (2010:25).in *"the complete guide to referencing and avoid plagiarism".* **(2nded). Representing the difference between taking and making notes.**

1.3.   The Purpose of Note Taking (Why taking notes?)

Taking notes is a skill we all use, to some extent, recording useful information, and identifying key points within it, as a part of organizing the daily life. Hence, learners need to develop this skill. Good notes should be accurate, clear and concise. Taking notes helps the learner to maintain a permanent record of what they have listened to. Ferris.T.(2007.Dec) argued that " I take notes like some people take drugs." This shows the importance of taking notes. Moreover,

> Note taking serves a number of purposes. Notes act as a summary of reinforcement of the main points of what you saw, hear, or read. They can be a way of promoting you to think about your own response to their ideas of other. However, for referencing purpose, notes are also an essential record of information sources; They also remind you of other things you should do, your notes can then be used both to remind you of the topic for revision purposes. (Neville.C, 2010:25).

In addition,a number of writers like Cotlrel(2003), Sinfield and Burns(2003), Peter and Turner(2004) provide similar reasons for writing and taking notes:

- Notes are an essential record where the information came from (for referencing purposes).

- They are an aid to memory. If you summarize in your own words, this can help you to remember the subject better, particularly in exams.

- Notes are useful for future revision purposes, particularly in preparation for exams or writing assignments.

- Notes also can help you to concentrate on the lecture or reading; the note writing process   can help you overcome distraction and can encourage the learner to become more active rather than passive.

1.4.   How Notes Are Taken

Patricia Wade Ann(2013) argued that, writing entails using the hand and fingers to form letters and symbols. It requires more mental energy. In addition, writing stimulates cells at the base of the brain. The reticular activating system (RAS). The (RAS) filters incoming information and attaches more importance than the other information.

Note taking.(2014.April7). Retrieved March18, 2016. From:

http://www.authorstream.com/Presentation/wangdikk-2118911-note-taking/. The average writing speed of the student is around 0.3 to 0.4 words per second, whereas a lecture speaks at a rate of around 2 to 3 words per second. Unless, everything is said at dictation speed. Teachers will never speak slowly enough for learners to write down every word that is said. Many learners take notes in a very haphazard style, claiming that they will copy them later. This is a poor policy for two reasons:

(1) Usually the notes don't get copied and the originals are not much use after a few days or weeks have gone by.

(2) If the notes are copied, it is a waste of time because they can just as well be done correctly in the first place.

As a result, learners intuitively develop processes and methods that allow them to record the content of the lesson. Without going into detail about the linguistic processes used, such as the use of abbreviations. Moreover, (Boch,1999; Van Metter; Pressely,1994) pointed out that good lecture notes must :

- Present a neat, attractive appearance.

- Indicate the main points of the lecture.

- Show the relationship of the details to the main points.

- Include enough illustrative detail to enrich notes and content.

1.5. Note Taking Strategies

Over the years, professors and learning experts (Piolat, Olive, & Kellogg,2005; Bohay, Blakely, Tamplin,& Radvansk,2011) have suggested various note-taking strategies and style to help learners organize their information and notes. Essentially, note taking strategies fall into three main types. Below is a summary of the various note taking strategies :

A. Linear notes

B. Visual / Pattern notes

C. Voice notes.

1.5.1. Linear Note

(Piolat et al,2005) claimed that linear notes is the typical outline format, they are those that summarize, using sentences, half-sentences or abbreviation, the main points

heard or read. Moreover, they are able to glean the information learners need from their outline. Linear notes can be done while:

- Reading

- Listening to a lecture

- Listening to class discussions

- Orgonizing thoughts

Linear notes go through two levels:

Level 01: summarizing the main point from a lecture or other source. (see figuge01)

Level02: can include one or more of review and organization of notes, in addition, connecting and synthesizing ideas.(figure02).

Example: Write in the headings and subheading, and leave a room between them
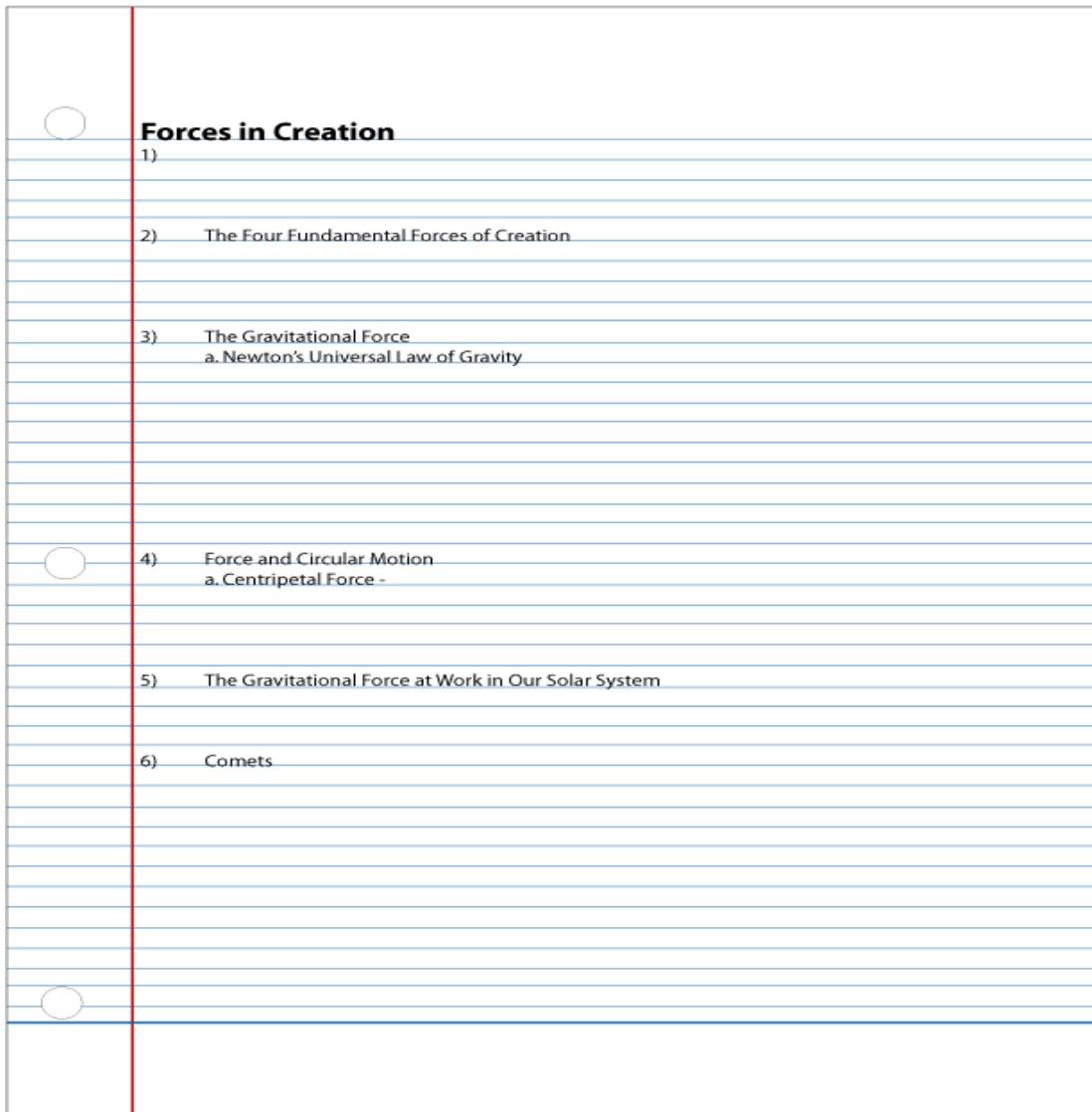
Figure01: Retrieved March 18, 2016, from http://www.study-skills-for-all-ages.com/linear-note-taking.html. Shows the level01of the linear notes (Heading level).

- Write down the essential information such as : <u>words in bold</u>, <u>vocabulary words</u>, <u>explanation</u>…and others. Or, key words that teacher saying such as : <u>the main point is</u> .., <u>this will be on the test</u> ….and others

Forces in Creation

1)   Introduction
      a. What is force?
      b. What is gravity?

2)   The Four Fundamental Forces of Creation
      a. Gravitational force - attracts objects to each other. Weakest of the four forces.
      b. Electromagnetic force - force that exists between particles with an electrical charge.
      c. Weak force - governs some radioactive processes in atoms
      d. Srong nuclear force - force that holds the center of the atom (nucleus) together.

3)   The Gravitational Force
      a. Newton's Universal Law of Gravity
           1. All objects with mass are attracted to one another by the gravitational force.
              a. all matter is attracted to all other matter
              b. applied to anything in the universe that has mass
           2. The gravitational force between two masses is directly proportional to the mass of each object.
              a. strenth of the gravitational force between two objects increases as the mass of either object increases.
           3. The gravitational force between two masses is inversely proportional to the square of the distance between those two objects.
              a. when the distance is big, the force is small. When the distance is small the force is big.

4)   Force and Circular Motion
      a. Centripetal Force - Force that is alway directed perpendicular to the velocity of an object. This makes an object move in a circle.
           1. Circular motion requires centripetal force.
           2. The larger the centripetal force, the faster an object can travel in a circle.
           3. The larger the centripetal force, the smaller the circle of motion

5)   The Gravitational Force at Work in Our Solar System
      a. Planets are attraced to the sun. This is a perpendicular for, therefore the planets revolve around the sun.

6)   Comets
      a. A comet's orbit is eliptical.
      b. They are not visible until they are near the sun, then they get so hot that the ice turns into gas. That is when we can see them.

Figure02: Retrieved March 18, 2016, from http://www.study-skills-for-all-ages.com/linear-note-taking.html. Shows the level02of the linear notes.

1.5.1.1. The Cornell Strategy

Walter Pauk, from *"How to study in college",* (2014), stated that the Cornell method is not a method of taking, and recording random notes, it is more a system for organizing the notes into an effective study guide. This method promotes active learning and critical thinking. In addition, he argued that the Cornell method or the five R's method, provides a systematic format for organizing notes without laborious recopying. There are five stages involved in the Cornell note taking method. Pauk.W (2014).

Stage 1: RECORD

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

Stage 2: REDUCE

Write key words and phrases in the recall column to summarize the main points of the lecture. Use as few words as possible. Include questions that help to clarify unclear ideas or to elaborate on the lecture notes by connecting ideas together.. Finally, summarize the lecture in own words. Summarizing information is another way of reviewing and critically thinking about what has been learned. Preparing summaries in the learners' own words help them identify what they know and understand.

Stage 3: RECITE

During this stage, learners cover their notes and reform them in their own words. Cover up the right-hand column where you recorded your notes and use the key words and

phrases in the recall column to trigger the learners' memory. If there is any difficulty recalling the information successfully, do another review of the lecture notes

Stage 4: REFLECT

After reviewing and reciting the notes, reread the notes and think about them. Read the text to supplement and clarify those notes. Using your text and lecture notes to discover the causes and effects of issues, define terms, and relate concepts. Make generalizations and draw conclusions. Create a brief summary of the entire lecture.

Stage 5: REVIEW

Pauk.W(2014) argued that the final stage reveals a brief review of the notes for several times a week to retain what has been learned. "Distributed review" results in a repetition of the information, which keeps it fresh and decreases the chances of forgetting the information. During this stage, learners cover their notes and reform them in their own words. Cover up the right-hand column where you recorded your notes and use the key words and phrases in the recall column to trigger the learners' memory. If there is any difficulty recalling the information successfully, do another review of the lecture notes.

Advantages:

- It is organized and systematic for recording and reviewing notes.
- It is an easy format for pulling out major concept and ideas.
- It is simple and efficient.
- It saves time and effort.

When it is used?

- In any lecture situation

- In interviews

- In conferences and seminars.

❖ **Sources: Longman, P.W, & R.H.. College Learning and Study Skills. CA: Wadsworth. 1999.York University. Learning Skills Programme. Http://www.yorku.ca/admin/cdc/lsp/note/note4.htm.**

Figure03: Graph Paper, "*Cornell Notes Template*", From: http://www.math-aids.com/Graph_Paper/Cornell_Notes.html.

1.5.1.2. The SQ3R Strategy

Another popular strategy, is the SQ3R method. This method has five steps and must be done in the proper sequence for the best results. This approach is primarily for reading textbooks, but it can be used for classroom discussing. From: (Learning skills, Note taking skills, P.136.).

1. **Survey:** It means to scan the written material. This quick review should reveal the general content and structure of the concepts. Scan the headlings, subheadlighs, topic sentences, graphics, and pictures. This will provide a clear overview of the information to be covered

2. **Question:** Develop questions concerning what the materials are about

3. **Read:** Read all of the material carefully and try to look for answer for the questions that were developed

4. **Recite:** Learners should reform the notes in their own words

5. **Review:** Learners should periodically review their notes to keep the information fresh in their mind.

1.5..1.3. . Symbols To Abbreviation

Another important thing that should be taken into account in taking notes is the use of abbreviations and symbols. Wallace(1984)indicated that this strategy can save a lot of valuable time. Learners should avoid the counterproductive effect of using abbreviations and symbols that they would not be able to understand later. Learners should be careful in the use of this aid to quick note taking.

SYMBOLS & ABBREVIATIONS FOR NOTE TAKING

&	and	govt	government
=	is, are I	mpt	important
≈	about, approximately	ea	each
>	more than	tho	though
<	less than	thro	through
#	number	probs	problems
x	times	min	minimum, least
→	leads to, caused	max	maximum, most
Δ	change	btwn	between
/	or	bkgd	background
∴	therefore	vs	versus, against
↑	increase, grow, gain	qty	quantity (amount)
↑	decrease, loss	hv	have
♀	female, woman, girl	N.B.	note well (important)
♂	male, man, boy	e.g.	for example
yrs	years	i.e.	that is
@	at	cp (cf)	compare
w/	with	ct	contrast
w/o	without	B4	before
w/i	within	p	after
wrt	with respect to	q	every
re:	regarding	ASAP	as soon as possible
b/c	because	STAT	immediately
s/t	something	f	frequently (often)
s/o	someone		

Figure04: Prestyn.Kylie(2015, April19), *"Tips for taking organized notes in college"*

1.5.2.. Visual / Pattern notes

Regardless of the class, course or grade level, taking notes in written form is the strategy most commonly used by students for learning information. Reviewing what was taught often involves highlighting key points or rewriting notes to organize and help retain the information. These strategies work for some learners, but for others, they are not an effective note taking and review process. In other words, traditional written notes don't work for all learners. The main idea of the visual notes is about transforming ideas into visual communication, structuring thoughts and giving hierarchy of concepts can be completed with strictly text and a few lines. (Teaching and learning with outlines. (2012, April10). From: http://www.inspiration.com).

1.5.2.1. Mind Maps

The term ' Mind-mapping' was coined in the late 1960's by Tony Buzan. "A mind map is a graphic technique provides a universal key to unlock the potential of the bran. It harnesses the full range of cortical skills:words, images, number, logic,rhythm,colour and spatial awareness.", stated by Tony Buzan(2012:7), *"Modern mind mapping for smarter thinking."*. Moreover, a mind map captures and helps in recording, memorizing, and connecting the information in a visually expressive manner. In other words, The map involves a combination of words and images. Additionally, Buzan(2012) encouraged the use of at least three colours, symbols, and codes to highlight or represent ideas. Furthermore, he argued that the approach works best if people relax and their minds go

free and be unrestrained by conventional thinking. Mind mapping is claimed to be effective

in helping people to visualize, structure and classify ideas.

5. The structure that should develop will be a 'radiant hierarchy', with ideas radiating out from your central theme and main branches.

Clear Associations Radiant Hierarchical

Structure

1. Start at the centre of a blank, landscape page, ideally with a colourful image to represent your subject.

Paper Blank Landscape Start Centre

Fun EMPHASIS Style Personal Beauty

How to Mind Map

2. Use words and pictures throughout your map. Wherever possible use single KEY words, printed along a line. Each word or picture sits on its own line.

Use Images Colour Print Words Single Key

4. Experiment with different ways of linking and emphasising different aspects. Use highlighters, codes and arrows as necessary.

Connect Thinner 2 Thicker Lines Word Length Image Organic Flowing

3. The lines make the associations between ideas as clear as possible. Make them flowing and organic, each line the same length as the word or image. Always ensure that lines connect to the end of the line at the previous level. Typically lines will be thicker at the centre and thinner further out.

Figure05: Mind mapping information and advices, How to make a mind map. From:http://www.mind-mapping.co.uk/mind-mapping-information-and-advice/how-to-make-a-mind-map/

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15.2.2.. Concept Maps

Excerpted form University of Bradfond, School of management. Effective note making (2006,August7),p.18. At first glance, mind maps and concept maps (CMaps) appear to be very similar in appearance. However, the essential difference is that a mind map has one central concept, from which the idea flowS, whereas a CMap is a network of linked concepts.

Concept maps are particularly useful to seek answers to a particular question, called a *focus question.* The main advantages of CMaps appear to be in helping learners to identify and link key concepts by organizing and analysing information.
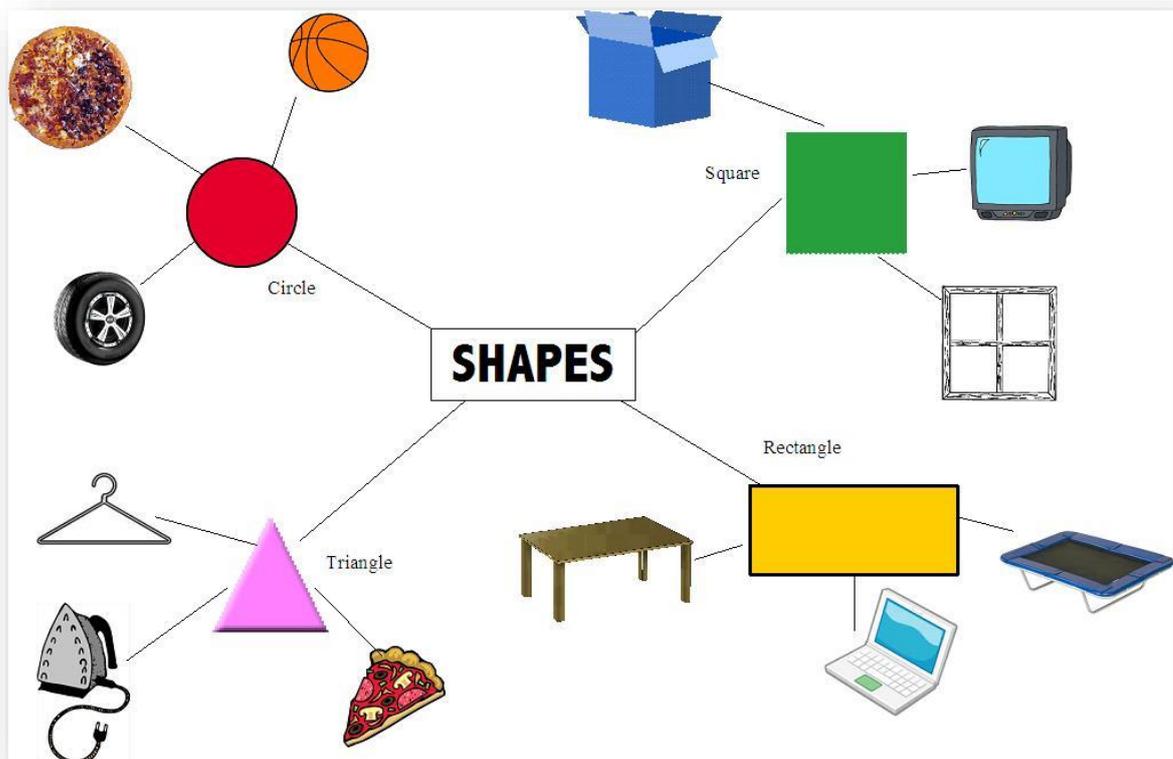
Figure06: Instructional technology for teachers, Concept Map. From:

http://fernsclass.weebly.com/concept-maps.html

1.5.2.3.. Fishbone diagram

Fishbone diagrams,or 'Ishikawa diagrams', created by Professor Kaoru Ishikawa (1968), those diagrams are shaped like a fish-bone, they are useful for analysis and illustrate cause and effect in any situation. The problem is identified (tip of arrow) and side bone are added.
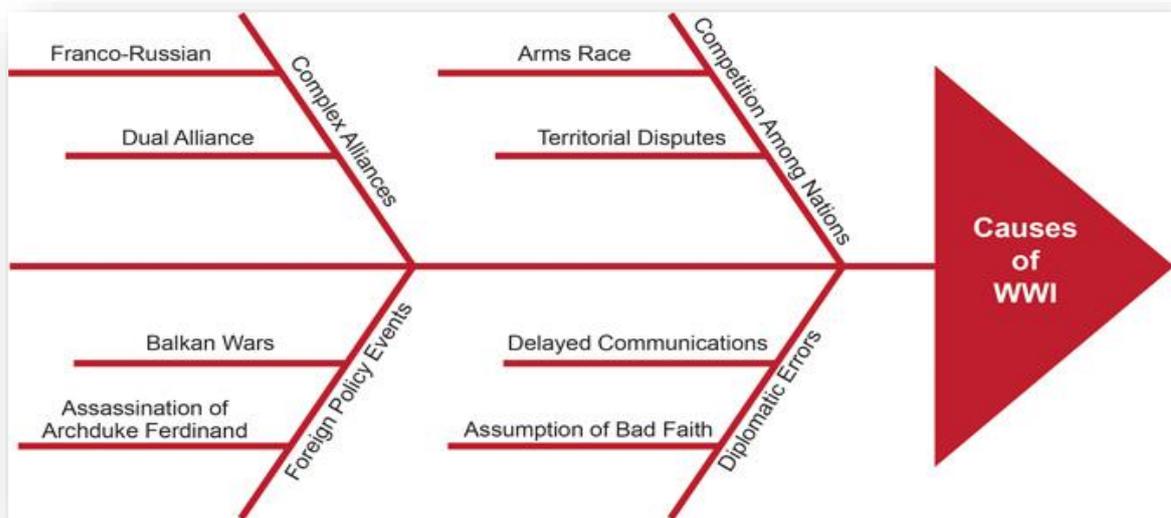
Figure07: **Excerpted from Nancy R. The Quality Toolbox, 2005, P:247. Representing the causes of WWI, in a form of fishbone diagram.**

1.5.2.4. Two-Column Visual Notes

Michelle Zoss(2006) pointed out that the two-column visual notes are based on the cornell note taking method. Basically, the cornell method organizes a piece of paper into two columns: on the right notes and details are recorded, while on the left cues for those notes are recorded. A typical two –column entry might look as follow:

Figure08: **Michelle Zoss(2006), "Visual Strategies for teaching Students note taking"**

1.6.Implication for EFL Teachers in Teaching the Strategic Note Taking

Most University learners have limited experience with taking notes from lectures. Furthermore, learners try to write down everything the instructors say, their poor organizational structure within their notes, finally, they fail to recognize the importance

cues. Learners view notes as "recording" rather than a method of learning, that is what make their notes as a series of fragmented pieces of information.

A 2001 study from Maryland University showed that learners who were taught note-taking skills were able to capture 55-60% of critical points in a lecture, while untaught learners averaged 37%. Note taking should be taught within both "real time" and "review/critical application" habits

- **Real Time Habits**

Hadwin, Kirby, and Woodhouse, (1999) noticed that when taking notes, learners do not follow the same conventions, as far for the production of standard text, spelling,and the layout of information. Moreover, organization,abbreviation, attention to key concept, and the instructor's cues; this variability has consequences on the nature of training the learners should be offered.

- Teachers should be aware of the lecture style, and incorporate practice for active learning.

- Teachers should provide a skeleton of lecture information,possibly with some key concepts.

- Teachers need to provide time; early in the semester for learners to compare notes, and to share strategies that work.

- **Review/ Critical Application Habits**

Gatrcia Debanc(1990), suggested that teachers should teach their students how to skip lines, leave space, and use separators. Furthermore, reviewing before and after class, and applying critical framework to notes.

- Teachers should teach learners question-based notes, and how they should leave 3 inch margin on the left side of the note paper

- Encourage learners to move from definitional or summary question (what is?), to more complex questions (How? , Why?) to evaluative questions (What if ?)

- Give learners a couple of minutes at the beginning and at the end of the class. To review their notes and form summaries.

1.7. Note Taking From Lectures

Note taking from lectures can be a challenging academic task. Crawford Nov (1925) found that the presence of ideas in notes is associated with learning.

1.7.1. Note taking as a cognitive process

Taking notes, as it has been mentioned before, is a complex process, and includes cognitive processes. These cognitive processes occur in the mind of learners and include two main mechanisms that are called "focusing/attention" and "elaboration/generation"

First, focusing/attention is when note taking forces learner to pay more attention to the presented material or to "process the material more deeply." (Qtd from Peper and Mayer,1986). Van Meter(1986) said that while students report using note taking to avoid distraction. Moreover, Johnson.K(1998) stated that "note taking improves retention of passage material when it focuses students' attention on identifying ideas of high structural importance." By increasing focus on structure, note-taking is helping students strengthen the rhetorical component of the textbase. (Rickards & Friedman 1978, Johnson 1998).

In addition, elaboration/generation is when note taking promotes learning by connecting multiple knowledge components. This requires that "additional cognitive process are involved. Peper and Mayer (1986) stated that the degree to which the learner is able to actively relate the material to existing knowledge". This may involve generating links to prior knowledge, or even connecting distinct concepts within the learning materials.

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Cognitively, note-taking depends upon working memory (WM) – the memory store responsible for both short-term storage (what you are currently thinking about) and the mental transformation of information (manipulating and modifying what you are currently thinking about; Baddeley, 2000). In the context of note-taking, WM is used for both comprehension (attention and understanding of course content) and production (identifying important content and physically generating notes). Due to the limited capacity of WM, however, the balance or tradeoffs between comprehension and production during note-taking make the process a dynamic one that changes from one moment to the next (Piolat et al, 2005).

1.7.2.   Note Taking and The Listening Skill

It all starts with listening.learners need to be fully engaged intellectually, because listening is active by nature. The following listening and note-taking strategies, which are broken down into strategies learners can implement before, during and after each lecture, suggested by Ruth Silverman(2015, March7). From his article *"Listening and note taking in lectures"*.

1. **Before The Lecture Begins:**

- Learners need to make some preparation for the lecture so that they will be more likely to predict the organization of the lecture.

- Review notes from the previous lecture.

- Sit as near to the front of the room as possible to eliminate distractions.

- Copy everything on the blackboard and transparencies, especially the outline.

- Have a proper attitude. Listening well is a matter of paying close attention.

- Be prepared to be open-minded to what the lecturer may say even though you may disagree with it. Silverman.R(2015)

2. **During The Lecture:**

- Have your lecture paper and pencil or pen ready.

- Write down the title of the lecture, the name of the course and the date.

- Watch the speaker carefully.

- Listen carefully to the introduction (if there is one). Hear the lecture. By knowing his outline, you will be better prepared to anticipate what notes you will need to take.

- Be brief in your note taking. Summarize your notes in your own words, not the instructor's.

- Jot down details or examples that support the main ideas. Give special attention to details not covered in the textbook.

- If there is a summary at the end of the lecture, pay close attention to it. You can use it to check the organization of your notes. If your notes seem disorganized, copy down the main points covered in the summary. It will help in revising your notes later.

- At the end of the lecture, ask questions about points you did not understand.

   Silverman.R(2015)

3.After The Lecture:

- Revise your notes as quickly as possible, preferably immediately after the lecture since at that time you will still remember a good deal of the lecture.

- During the first review period after the lecture, coordinate reading and lecture notes.

- Review your lecture notes <u>at least once a week</u>. Also, review the lecture notes before the next lecture. Silverman.R(2015)

1.8.   The link between the strategic note taking and the listening skill

Carrell et al. (2002) stated that "Taking lecture notes is accepted as a useful strategy for augmenting student attention and retention of academic discourse". The ability of taking good notes is crucial for learning and succeeding at University, Whether listening to classroom lectures or reading textbook instruction, students must learn to create useful notes that reinforce understanding and trigger recall of information.(Patricia L. Carrell,2007:42). Note-taking activity is a useful strategy to facilitate the process of learning and recalling lecture materials. During this process three types of knowledge are activated and these are situational knowledge, linguistic knowledge, and background knowledge (Kilickaya and Cokal-Karadas, 2009).

Finally, Good note-taking requires students to mobilize their attentional abilities. Learners must be prepared, focused, and concentrated. They must listen or read actively, pulling out important details and attaching new information to prior knowledge.(John Wiley,2014). They must learn to record key facts, concepts, and relationships, so that they can recall this information when rereading their notes.

1.9. Conclusion

Whatever strategy or style learners use to make notes during a class session. Collecting even excellent notes for several weeks and expecting to learn them right before the exam is a recipe for failure. The instructors can teach the learners, but the learner himself should be aware of the various strategies, and choose the one that suits his needs. Preparing for, taking, and studying the notes is an essential part of becoming a successful learner and getting the most out of the time and effort you spend in class. The rewards will be worth the effort.

Chapter Three

Chapter Three: Field Work

CHAPTER THREE : FIELD WORK

Introduction

The current study is undertaken in order to investigate the impact of the strategic note taking in enhancing EFL learners' listening skill, in the division of English language at Mohamed Khider University of Biskra. To enrich this study with valuable data, we designed and distributed two questionnaires. One was for third year students, and the other was for teachers . Their basic aim is to get the teachers' and students' attitudes, views and opinions about both note taking in particular and the listening skill. Therefore, this chapter describes the different procedures and steps used to conduct the present study. It includes the description of the questionnaire, data analysis and result interpretation, as well as statistical procedures.

Population And Sample

Our population of interest is both teachers and students of English, and our sample is the University of Biska, Division of English. Teachers and students who were concerned with filling up the questionnaires were chosen randomly. This questionnaire is distributed to thirty (30) EFL students, and to five (5) teachers of different modules.

1.   Students' Questionnaire

1.1.   Administration And Aim Of The Students' Questionnaire

This questionnaire is distributed hand to hand to thirty (30) students. The student's questionnaire was administered in a good situation, because we have received help from both the teachers and students of Biskra University; Division of English. The questionnaire took the students, nearly 15-20 minutes of their time. So, we submitted the questionnaire for 30 students in one day, and we got them back in the same day. In order, to have insight about the impact of the strategic note taking on the learners' listening skill.

1.2.   Description and Analysis of The Students' Questionnaire

1.2.1. Description of The Students' Questionnaire

This questionnaire consists of nine (09) closed and open questions, those questions contain nine items organized in two sections. It is a combination of different types of questions. It consists of open form items, and the closed form items with Yes/No questions. With a free space about four (04) lines to either justify their choices or explain them. The following is a detailed description of each section:

Section One: The Student's Profile (Q1 ⟶ Q5)

It stands as a general background. The three first questions are about the general

information of the student profile: gender, whether they are workers or no, years of

studying English. Also, students were asked about their point of view on both, the

strategic note taking and the listening skill.

Section Two: Student's Attitude Towards Taking Notes and The Listening Skill

During Lectures (Q6 ⟶ Q9)

The second (2nd) section is about the student attitude towards taking notes and the

listening skill during lectures. The questions are about problems that learners encountered

while taking notes, their attitudes towards the listening skill, they are also about the

relation between the two processes.

2.2.2. Analysis Of The Students' Questionnaire

In this component, data will be treated in Tables and Graphs, and the information

will be presented and analysed according to the order of items in the questionnaire in the

form of percentages and in the form of short paragraphs.

Section One: (Q1 ⟶ Q5)

Question 1: Specify your gender.

	Option	N°	%
a	Male	7	23%
b	Female	23	77%
	Total	30	100%

Table1: Students' Gender Disrubution
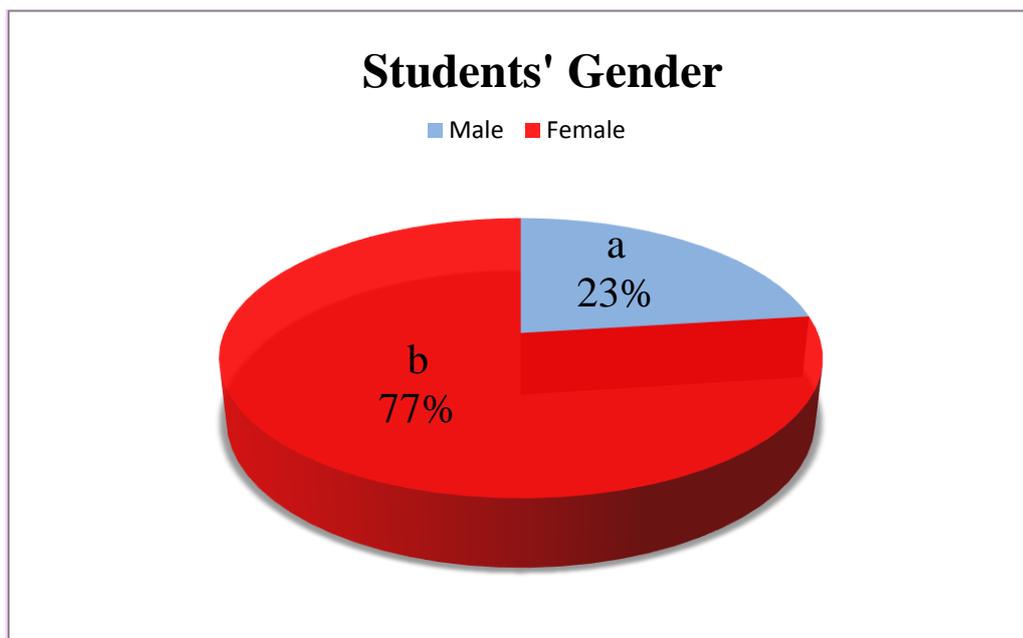
Graph 1: Students' Gender Disrubution

As illustrated above in the Table and Graph, the majority of the participants who answer the questionnaire are female learners with (77%), while males represent (23%). By this question we want to show whether gender has an impact on the learners' preference on taking notes, or not.

Question2: Are you?

	Option	N°	%
a	Student	26	87%
b	Student Worker	04	13%
	Total	30	100%

Table2: Students' Situation (Student / Student worker)

Students' Situation

■ Student ■ Student worker

b
13%

a
87%
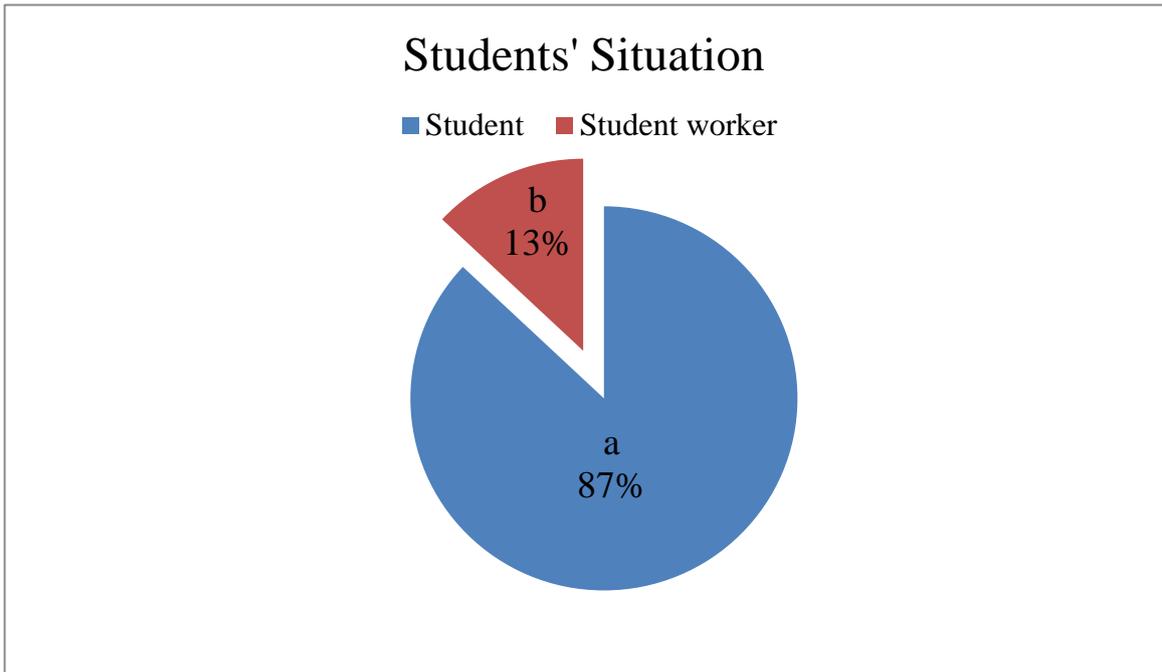
Graph2: Chart Representing Students' Situation, Student/Student worker

From the Table and the Chart mentioned above, one can see that most third year learners a Biskra University are students (87%). Student workers represent only (13%) . This indicates that the majority of learners are not busy by jobs that may take a large time allotted to classes.

Question3: How Long have You Been Studying English At University?

Period	N°	%
03 years	23	77%
More than 03 years	07	23%
Total	30	100%

Table3: Period of Studying English At University

Period Of Studying English At University

More than 3 years
23%
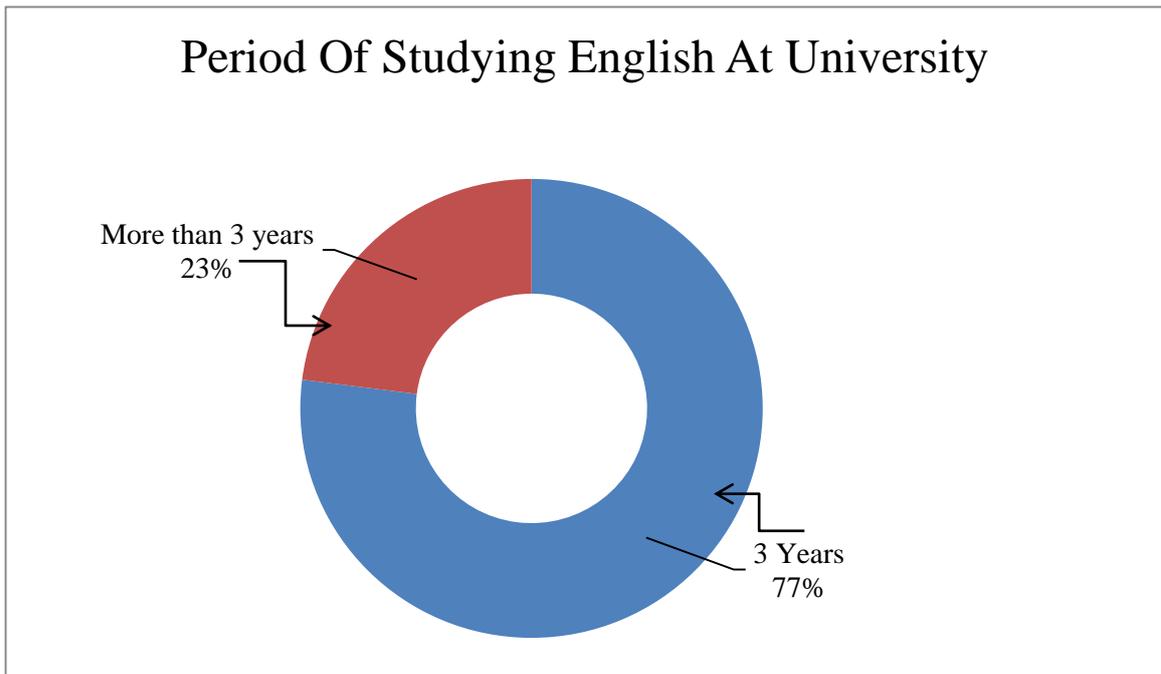
3 Years
77%

Graph 3: Representing the period of studying English At University

Results show that about (77%) of the participants from Biskra university (BU) have

been studying English at University for three (03) years and only (23%) of them spend

more time. This latter may be repetitive of third year or of previous years.

Question 4: According to you; note taking is:

	Choices	N	%
a	A necessity to remember and organize ideas	26	87%
b	A fortune to concentrate on the lecture	1	3%
c	A tool to improve your knowledge	3	10%
	Total	30	100%

Table4: Students' Choices About Note Taking

Students' Choices

Categories:
- A necessity to remember and orgonize ideas
- A fortune to concentrate on lecture
- A tool to improve your knowldge
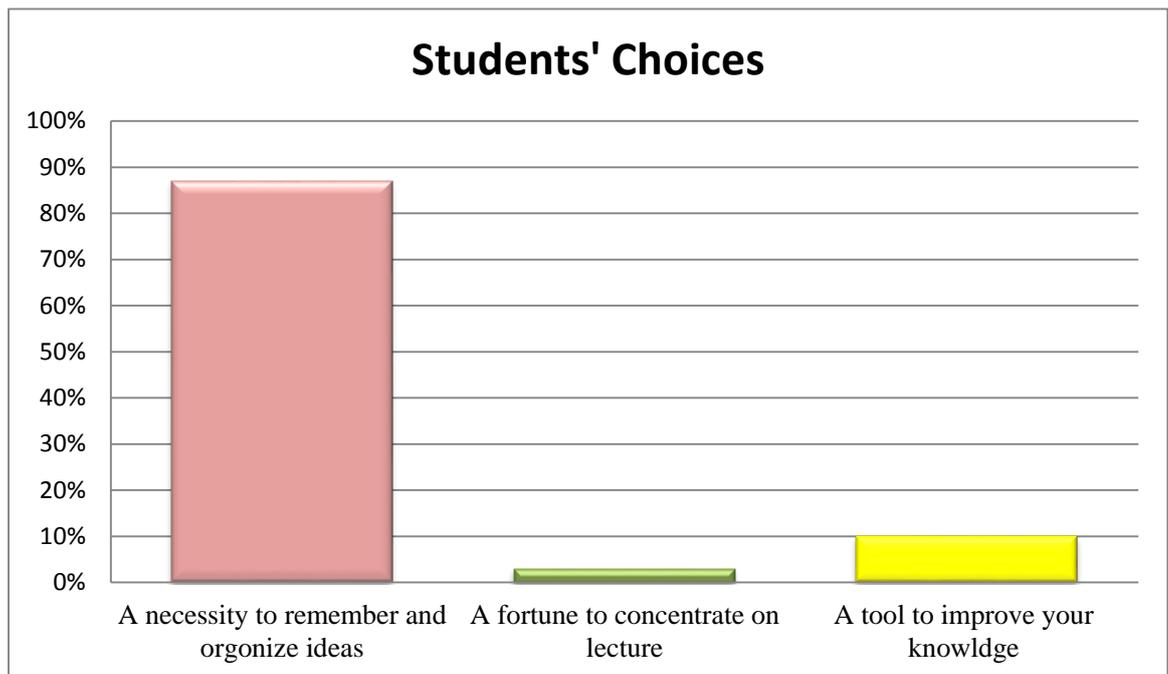
<u>**Graph 4:**</u> **Histogramme Representing the Students' Choices About Note Taking**

It can be seen from the table and the graph that the number of students who had choose note taking as a necessity to remember and organize ideas is (26) students, it is the biggest number of the sample. The number of students who see note taking as a fortune to concentrate on the lecture is (1) student. Whereas, students who see note taking as a tool to improve their knowledge are (3).

It is clear from the results that taking notes could be a necessity of remembering and organizing ideas for the majority of students, for them note taking is no longer a fortune of concentration neither a tool of improvement

Question5: How do you find the process of listening during lectures?

Option	N°	%
An easy task	*03*	10%
A hard task	27	90%
Total	30	100%

Table5 : Students' Attitude Towards The Process of listening skill
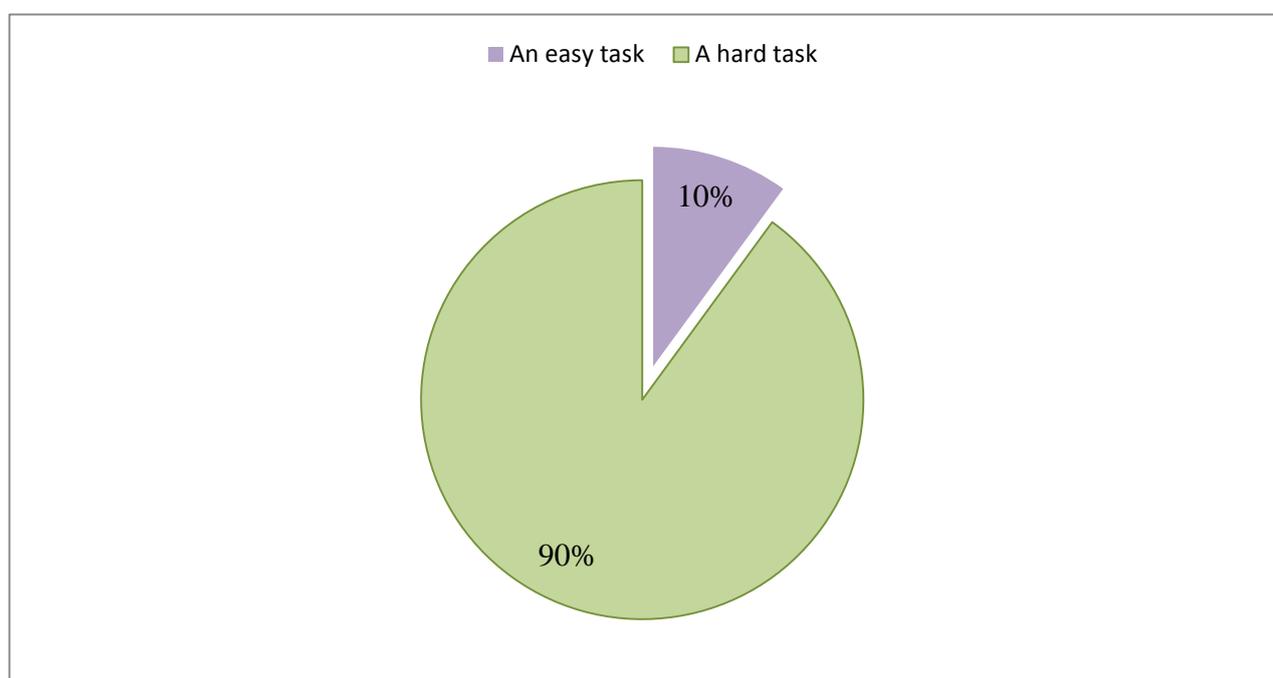
Graphic5: Chart Representing The Students' Attitude Towards The Process oF Listening Skill

From the table(5) and graph(5), it is clear that only (3) students of the participants who found that the listening skill an easy task. A participant from the latter stated that she sees the process of listening skill to be an easy task, because she is familiar with listening to native speakers podcasts, and because there are many sources to enhance her listening skill. However, the majority of the respondents found it hard and difficult to listen, because

of the pronunciation of the teacher, their lack of the vocabulary, and the noise outside

classes.

Section Two : Students' Attitude Towards Taking Notes and the Listening Skill During Lectures.

Question 6: : Have you encountered any problems when taking notes?

Students' Agreement	N	%
Yes	29	97%
NO	01	03%
Total	30	100%

Table6: Students' Agreement About Problems Existance
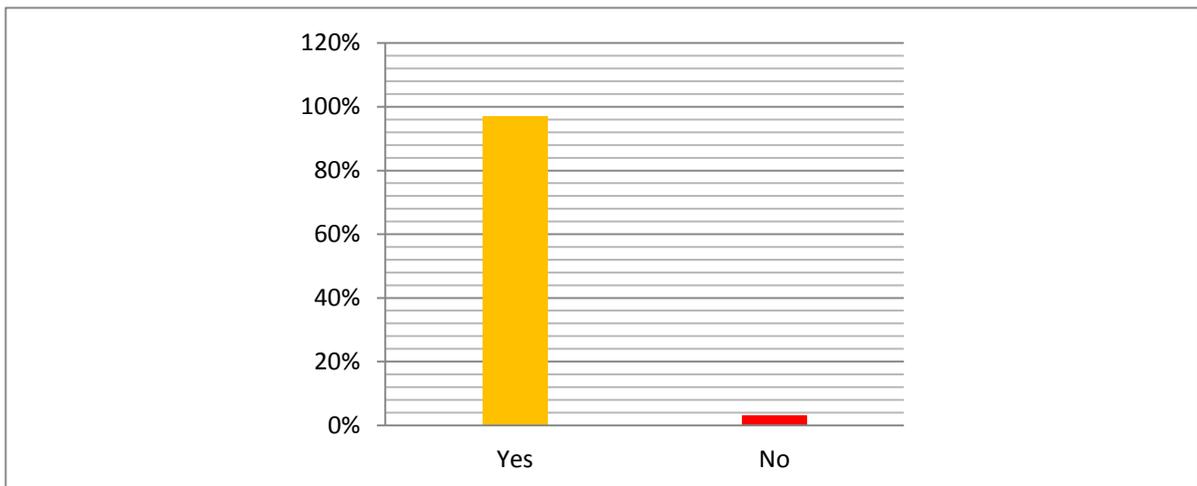
Graphic 6: Histogramme Representing The Students' Agreement About Problems Existance

It is clear from the figures above that approximately the whole sample (97%) of

students have encountred many problems when taking notes. The following table shows

the main types of problems that third year students faced:

	Types Of Problems		
	Statement	N	%
a	Time Managenent	1	3%
b	Insufficient Knowledge f How to Take Notes	21	70%
c	The Instructor's Lecture Speed	8	27%
d	Others	0	0%
	Total	30	100%

Table07 : Types of problems that third year (3ʳᵈ) students have faced

This table indicates that the insufficient knowledge of how to take notes is the biggest problem faced by third year students with (70%). What comes next is about the instructor's lecture speed , (27%) of the participant suffered from this issue; this latter is related to the first problem, because students try to write down every single word of the teachers' (instructors') words. In the other hand, only one participant stated that he had a problem with time management. Probably there is no other problems that students face when taking notes, because no participant had answer on the other case.

Question07: In this question, participants have been asked to circle Yes/ No of a seven (07) items (questions), according to their attitude towards note taking. The results are shown in the following tables and graphs.

Item01: Do you take notes in the class?

Students' Agreement	N°	%
Yes	30	100%
NO	0	0%
Total	30	100%

Table08: Students' Agreement on Taking Notes in the Class.
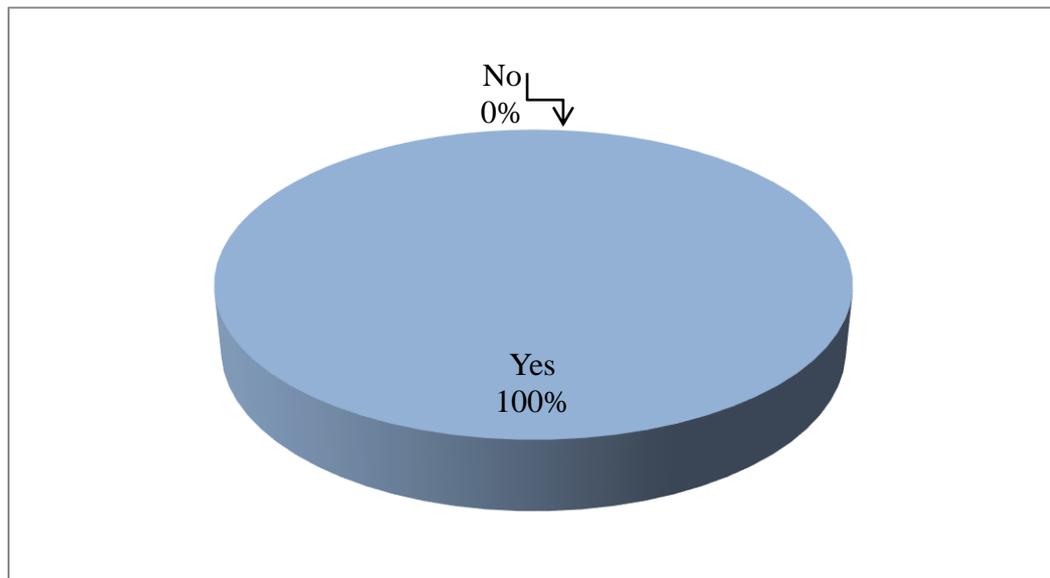
Graph07: Students' Agreement on Taking Notes in the Class.

The table and the graph above show that the whole sample (30 participants) stated that they take notes in the class. Hence, third year students are aware of the importance of the strategic note taking while lecturing.

Item02: Have you been taught a note taking method?

Students' Agreement	N°	%
Yes	02	7%
NO	28	93%
Total	30	100%

Table09: Students who were taught the note taking method.
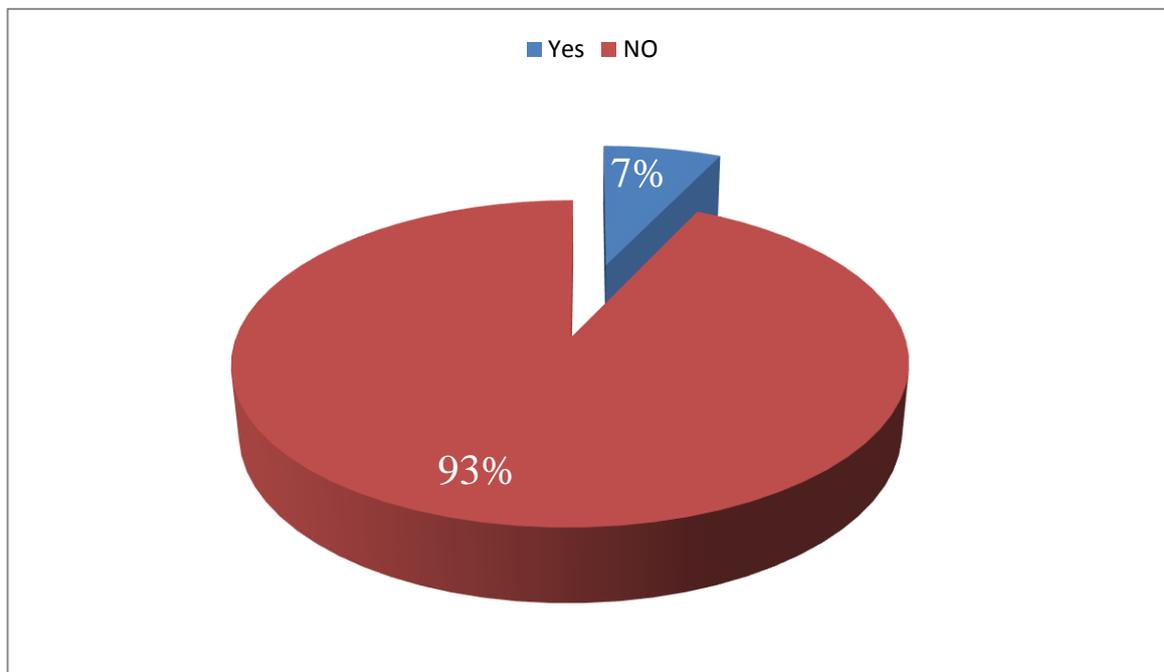
Graph08: Students who were taught the note taking methods

What is remarkable from this item is that only 02 participants who were taught the

note taking methods. Whereas, the majority (28 participants) assist with this question with

No.

Item03: Does taking notes help you to pay more attention to the lecture?

Students' Agreement	N°	%
Yes	30	100%
NO	0	0%
Total	30	100%

Table10: The impact of note taking on the lecture
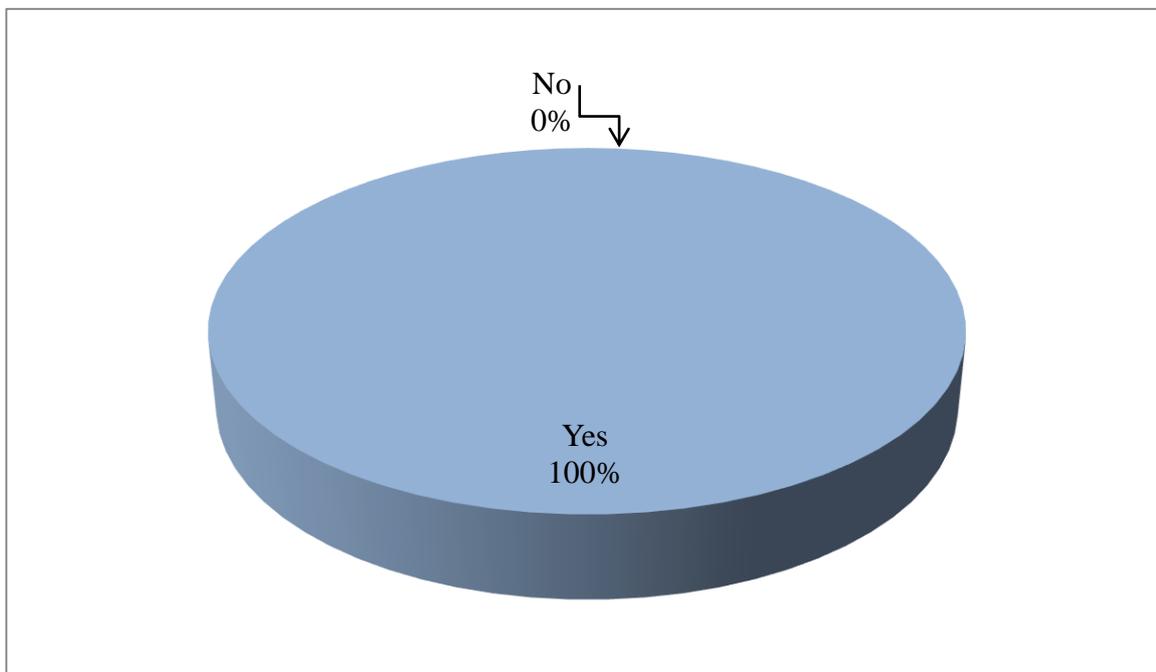
Graph09: The impact of note taking on the lecture

As it was expected, 100% of the participants agree on the idea;that taking notes

could help students to pay more attention to the lecture.

Item04: Do you pay more attention to the speaker's gestures, and tone of voice when deciding what to write in your notes?

Students' Agreement	N°	%
Yes	15	50%
NO	15	50%
Total	30	100%

Table11: Taking into consideration the speaker's gestures and tone of voice, when taking notes.
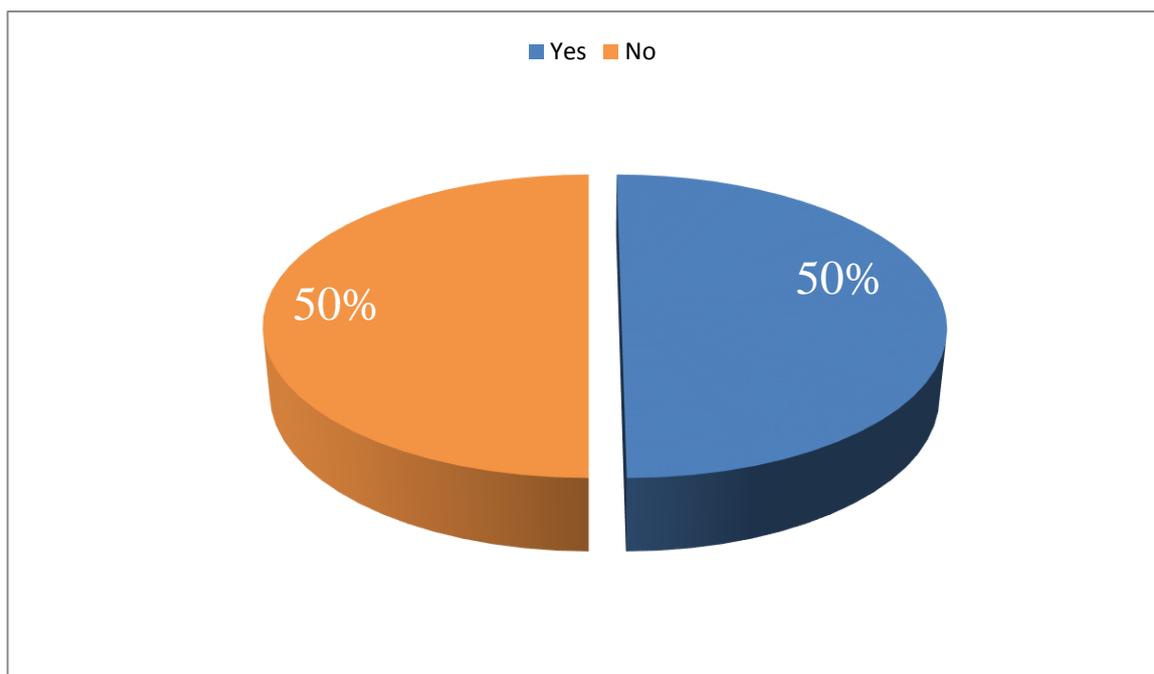
Graph11: Taking into consideration the speaker's gestures and tone of voice, when taking notes.

As illustrated above, 50% of the participants claimed that they pay attention to the speaker's gesture,and tone of voice, when deciding to write their notes. Whereas, the other 50% of the participants stated that they do not.

Item05: Do you use abbreviation/symbols instead of writing out long frequently used words?

Students' Agreement	N°	%
Yes	21	70%
NO	09	30%
Total	30	100%

Table 12: The use of abbreviation/Symbols
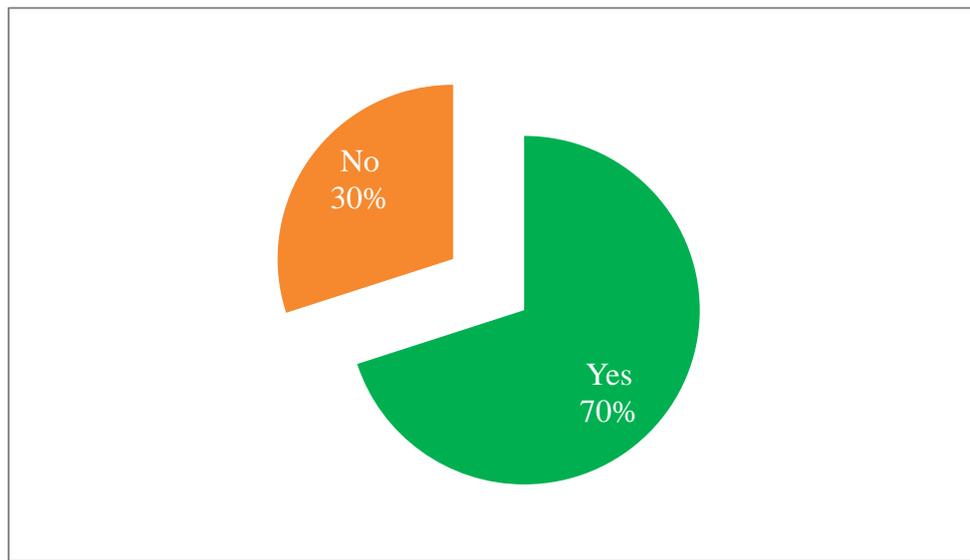
Graph 11: The use of abbreviation/Symbols

As noticed above, the majority of the participants (21) making up (70%) affirm that they use the abbreviation/ symbols instead of the frequently used words. While (30%) write the teachers' words as they are.

Item06: Is the ability to take effective notes helps in enhancing the listening skill

Students' Agreement	N°	%
Yes	30	100%
NO	0	0%
Total	30	100%

Table13: students' opinions about the impact of note taking on the listening skill
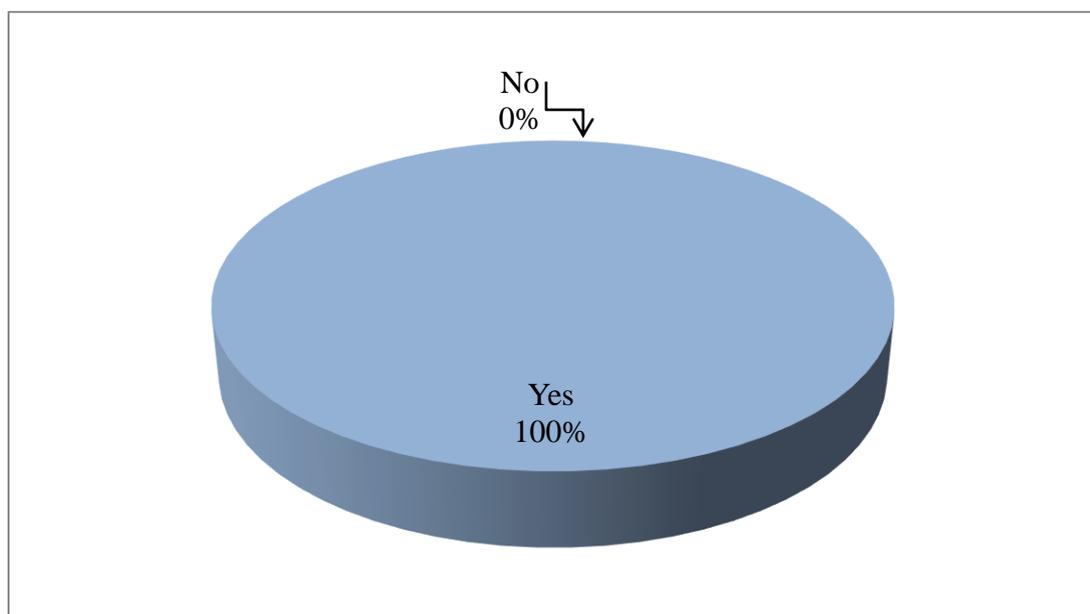
Graph 12: students' opinions about the impact of note taking on the listening skill

What is astonishing is the great number of those who confirm the idea of the positive impact of note taking on the listening skill. The whole sample (100%) stated that taking effective notes helps in enhancing the listening skill.

Item07: Do you think that the strategic note taking should be taught?

Students' Agreement	N°	%
Yes	30	100%
NO	0	0%
Total	30	100%

Table 14: Students ' Agreement on if note taking should be taught.
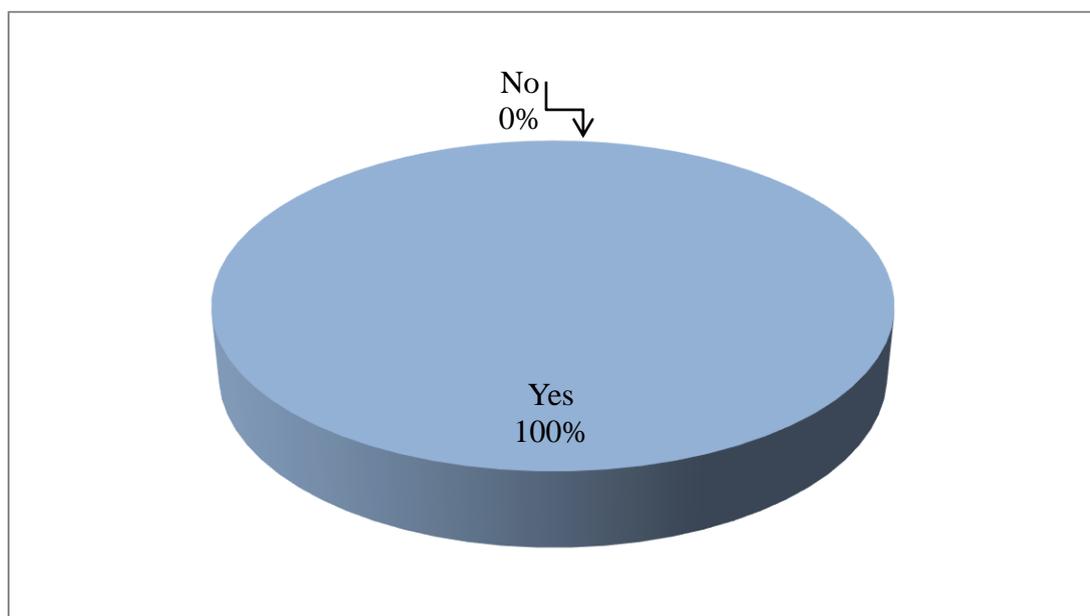
Graph13: Students ' Agreement on if note taking should be taught.

As it is visible here, 30 participants who represent the whole sample, making up 100%, affirmed that note taking should be taught . Because they believe that note taking has a positive impact on their listening skill.

Question08: Use the scale below to respond to each statement as it relates to you

By this question, the participants were asked to give their opinions regarding what is relating to them. They were expected to identify whether they do this, or do not do this. Their responses are represented in the following table:

Statement	Option	N°	%
S1. Listen with an open mind	I do this	21	70%
	I do not do this	09	30%
S2. Summarize the speaker's words to ensure that I have a good understanding	I do this	08	27%
	I do not do this	22	73%
S3.Use probing questions to gain a full understanding	I do this	02	7%
	I do not do this	28	93%
S4. Accurately paraphrase the speaker's words	I do this	22	73%
	I do not do this	08	27%
S5. View listening as an opportunity to grow my knowledge	I do this	30	100%
	I do not do this	0	0%
S6. Catch the key words, and the main ideas	I do this	26	87%
	I do not do this	04	13%

Table15: Students Attitude toward concepts related to the listening skill
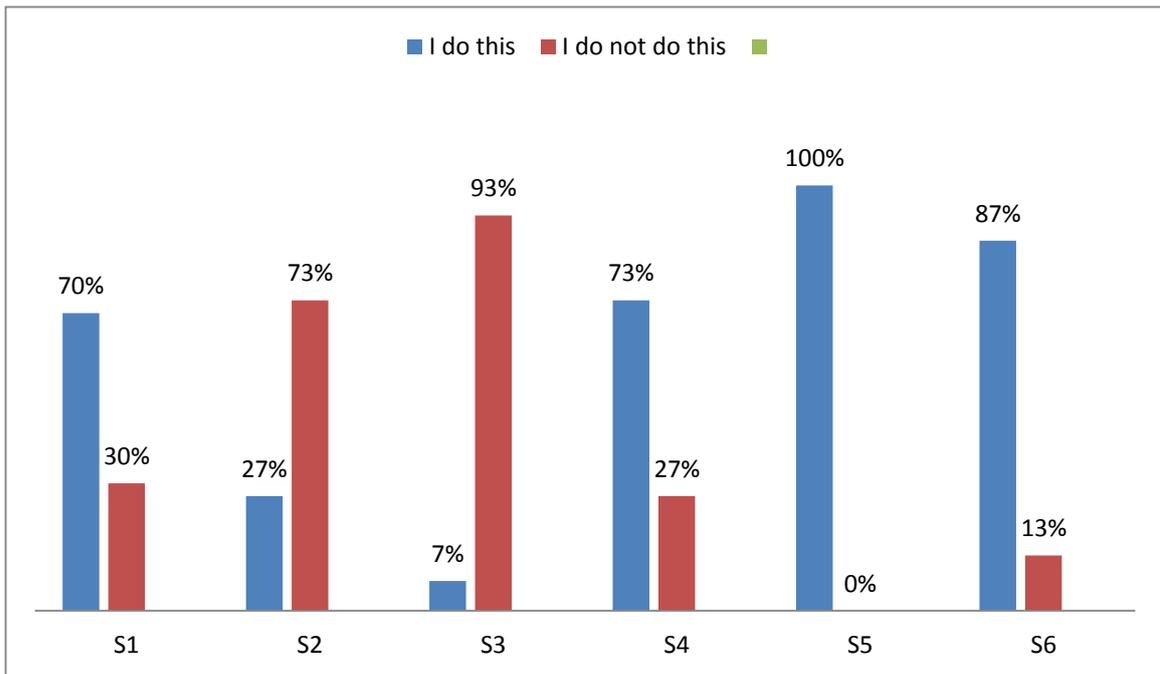
Graph 14: Students Attitude toward concepts related to the listening skill

The results that have been obtained from the participants are as follows:

- S1: About twenty one (21) participant claimed that they listen with an open mind. In other words (70%) of the sample is a quite good percentage. Whereas the other (30%) affirm that they do not listen with an open mind

- S2: Eight (08) participants summarize the speaker's words to ensure that they have a good understanding. While, the other twenty two (22) do not

- S3: Only two (02) participant who use the probing questions to gain a full understanding.Whereas, (28) of them, making up (93%) do not use those questions.

- S4: (73%) of the participants stated that they paraphrase the speaker's words. But, the rest of them (27%) affirm that they do not

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- S5: the whole sample that represents (100%) agreed that the listening skill is an opportunity to grow their knowledge.

- S6: About twenty six (26) of the participants catch the key words and the main ideas, Whereas, four (04) of them stated that they fail in that task.

Question09: Can the strategic note taking enhance the listening skill?

Students' Agreement	N°	%
Agree	30	100%
Disagree	0	0%
Total	30	100%

Table 16: Students' Agreement on the impact of note taking on the listening skill
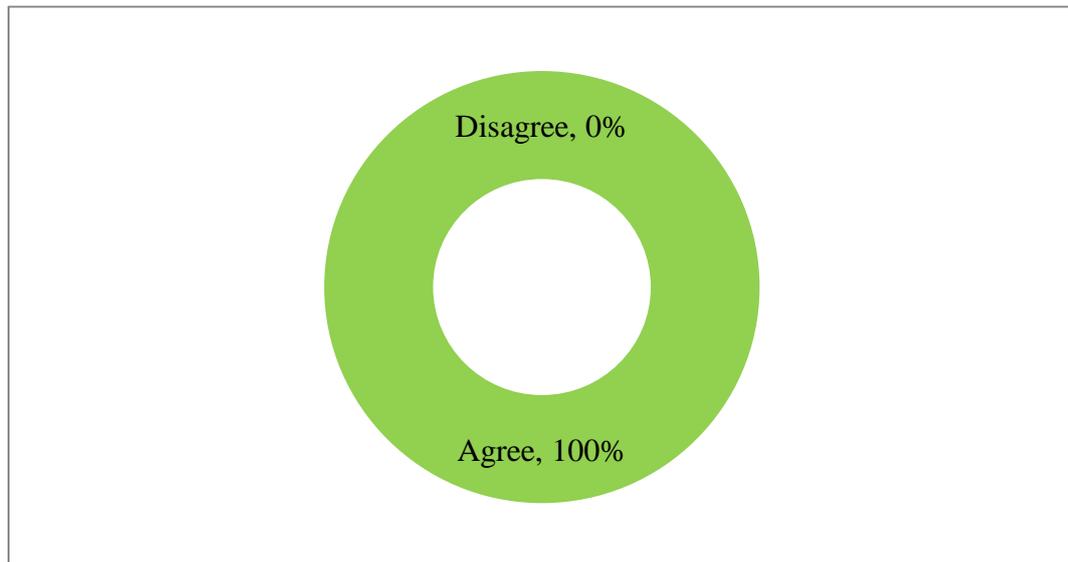
Graph15: Students' Agreement on the impact of note taking on the listening skill

(30) participants, making up (100%) of the sample agreed on the positive impact of note taking on the listening skill, they affirmed that note taking can enhance the listening skill. About eight (08) participants neglected the justification part. While the rest (22)

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come to an agreement that when listening to the lecture, students give more attention to the spoken information, concentrate more on the course and try to stay attentive with the teacher's words. In other words, students when taking notes, they activate their listening skill.

2. Teachers' Questionnaire

2.1. Administration and Aim of The Teachers' Questionnaire

This questionnaire was distributed hand to hand to four (4) teachers and as an E-mail to one of them. Teachers of different modules, in the division of English Language at the University of Biskra. This idea was for the purpose of obtaining information from another population, which is seen to have a crucial role in enhancing the learners' skills. It took only two days to receive the five questionnaires that we depended on. In addition, to the students' ones to enrich this study with useful and valuable information.

2.2. Description And Analysis Of The Teachers' Questionnaire

2.2.1. Description

This questionnaire is composed of two sections, which include different types of questions, close ended and open ended questions. Section one includes three items. It is for the purpose of gathering information regarding the teachers' teaching experiences. Section two with eight items; deals with the teacher's attitude towards taking notes during lectures.

2.2.2. Analysis

1. <u>**Section One:** Teacher's Background Information</u>

<u>**Item01:**</u> Specify your gender.

Option	N°	%
Male	02	40%
Female	03	60%
Total	05	100%

<u>**Table 17:**</u> The Teachers' Gender

Teacher's Gender

■ Male   ■ Femaile

40%

60%
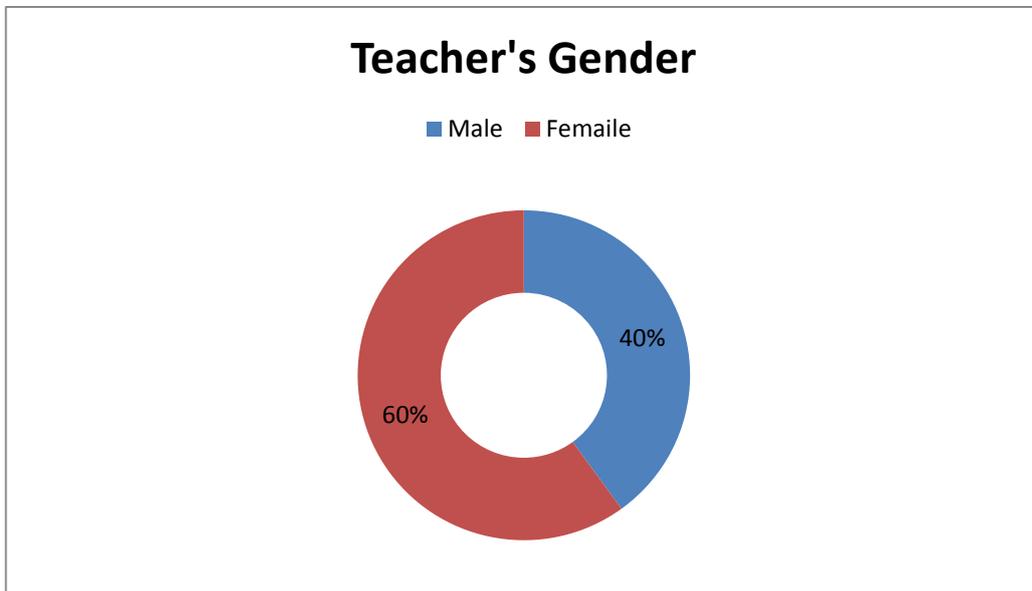
<u>**Graph 16:**</u> The Teachers' Gender

From this table and graph, we can notice that the sample contains three (03) female teachers and two (02) male teachers. They are teachers in the department of English. They teach different modules.

<u>**Item02:**</u> How long have you been teaching at the University?

Option	N°	%
1-3 Years	01	20%
3-6 Years	02	40%
6 - more years	02	40%
Total	05	100%

Table 18: Teaching Experiences at University
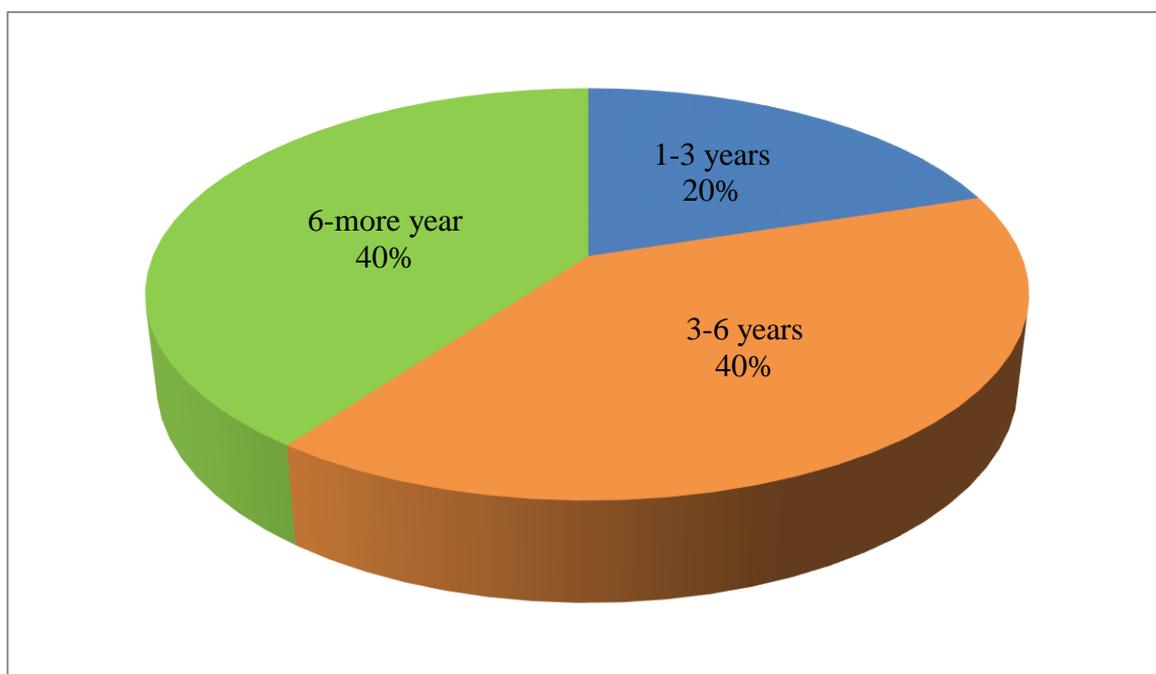
Graph 17: Teaching Experiences at University

The table and the graph above show that novice teachers from (1-3 years) of experience represent (20%) of the sample, while experienced teachers with (3- to more years) represent the rest (80%). This indicates that the division of English Language at Biskra University has teachers from different generations. Most of them are experienced.

Which module are you teaching?

The data shows that those five teachers teach different modules. Two teachers teach written Expression, another teacher teaches theme and version. Furthermore, one teaches psycho-pedagogy, and the remaining; one is a teacher of didactics, and the other teaches literature. These datum imply that the teachers of our sample of study are teaching different modules. Even we received that four (04) of them teach two different modules. That is what lead to a different opinions depending on these variations.

2. Section two: Teacher's Attitude towards student's taking notes during lectures.

Item04: How do you explain your course?

Option	N°	%
Handouts	0	0%
Dictation	02	40%
Lecturing	01	20%
Writing on the board	0	0%
All of them	02	40%
Total	05	100%

Table19: Teachers' Teaching Method
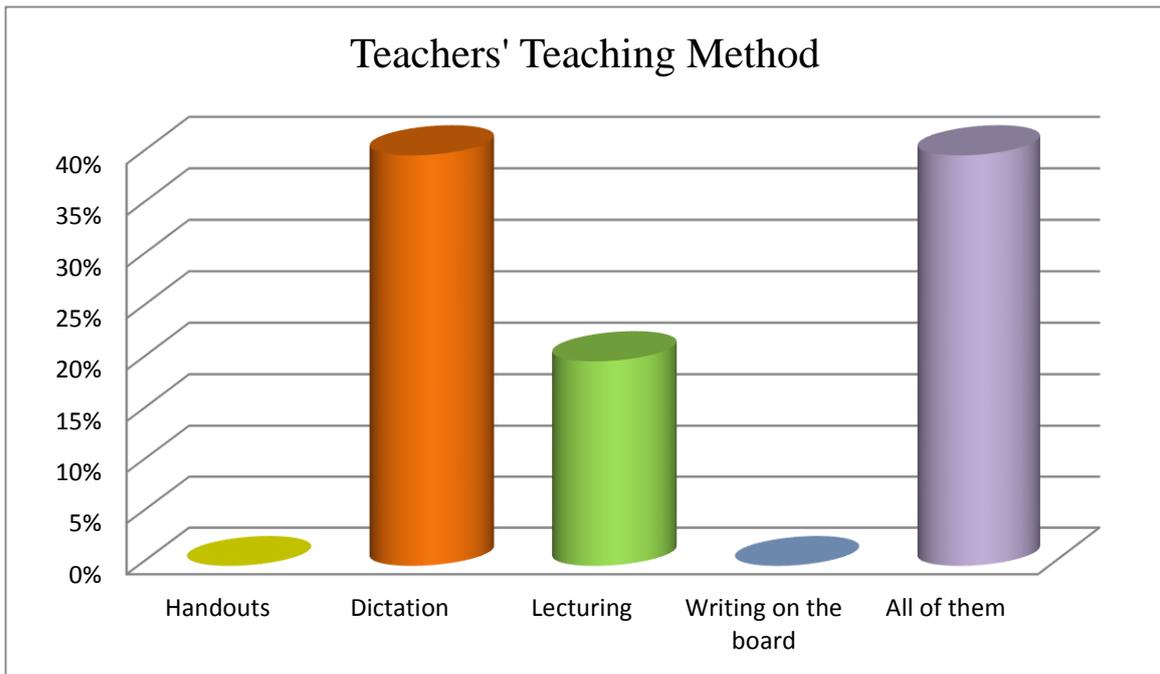
Histogram18: Histogram Representing the teachers' teaching methods

This item aims at finding out the different methods that the teachers use while learning. Two (02) of them representing (40%) use dictation as main teaching method. The same thing with using all the methods; two responses representing (40%), Whereas, only one teacher, making up (20%) preferred lecturing. While, using handouts and writing on the board with 0 responses.Otherwise, those later are included under the (all of them) case. In other words all the methods are used by teachers. Moreover, these data imply that every teacher has his way of teaching (method).

Item05: Justify:

The responses of the teachers were different. The teachers, who use all the methods, justified their answers that all methods should be taken into consideration, to sustain students' attention and to avoid getting the learners bored. Also, they stated that each

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method used according to the type, content, and purpose of the course. While, teachers who prefer dictation, and lecturing justified their answers that it is due to the time they use those methods to facilitate the course, gain time, and to provide the maximum of explanation to learners.

Item06: Do students take notes during your lecture?

Option	N°	%
Yes, they do	05	100%
No, they do not	0	0%
Total	05	100%

Table20: Students' Taking Notes
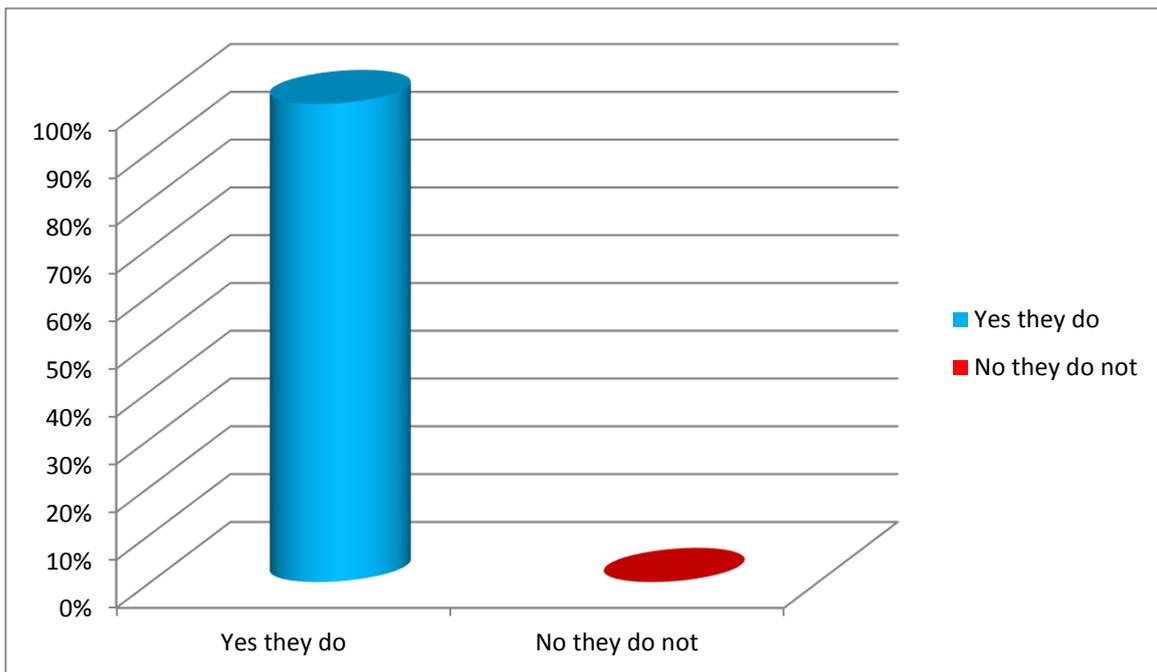
Graph18: Histogram Representing Students' Taking Notes

The table and the histogram above show that all the students who have been taught by those five(05) teachers (100%) are taking notes in lectures. This result indicates that most students take notes.

Item07: If they do how often?

Option	N°	%
All the time	0	0%
Very often	01	20%
Often	0	0%
Sometimes	04	80%
Never	0	0%
Total	05	100%

Table21: How often students use notes.

	All the time	Very Often	Often	Sometimes	Never
■ Série 1	0%	20%	0%	80%	0%
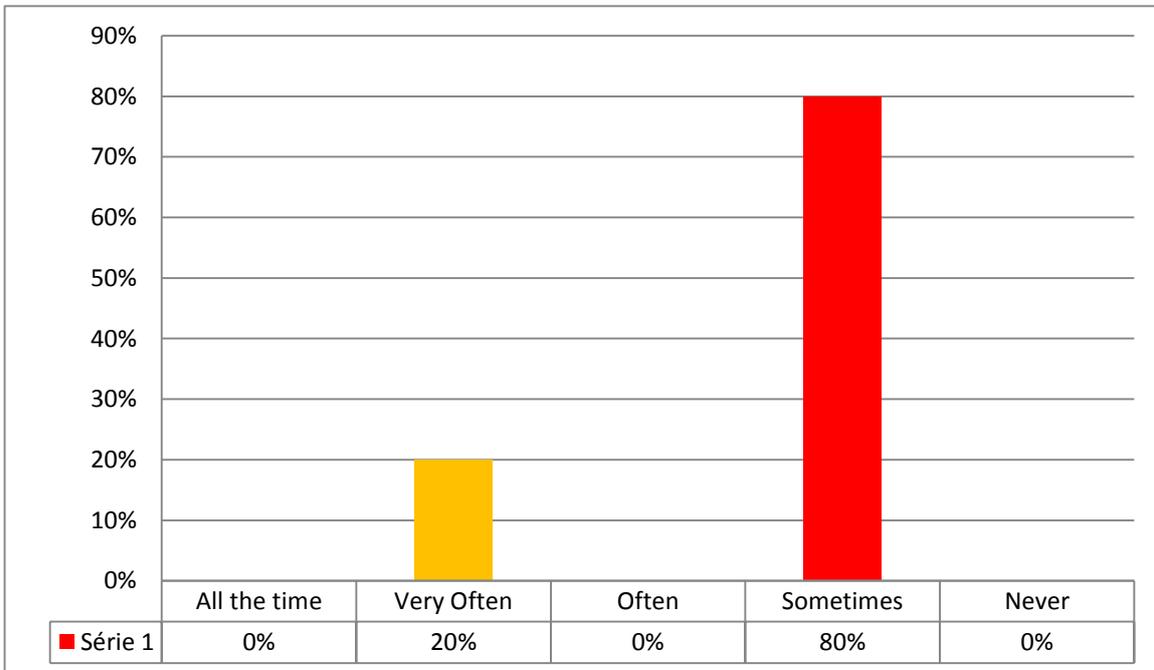
Graph20: Histogram Representing How Often Students Use Notes.

What is noticeable from the results which are shown above is that approximately the whole sample (80%) , four teachers asserted that their students sometimes take notes during lectures. While, only one representing (20%) affirmed that her students take notes very often. However, none of them choose "All the time","Often", and "Never". These results imply that note taking is rarely used by students. This may be because of the non-awareness of how notes should be taken.

Item08: Do you think that, notes are beneficial while lectures?

Option	N°	%
Yes	05	100%
No	0	0%
Total	05	100%

Table22: The Teacher's Opinions about taking notes ,while lecturing.
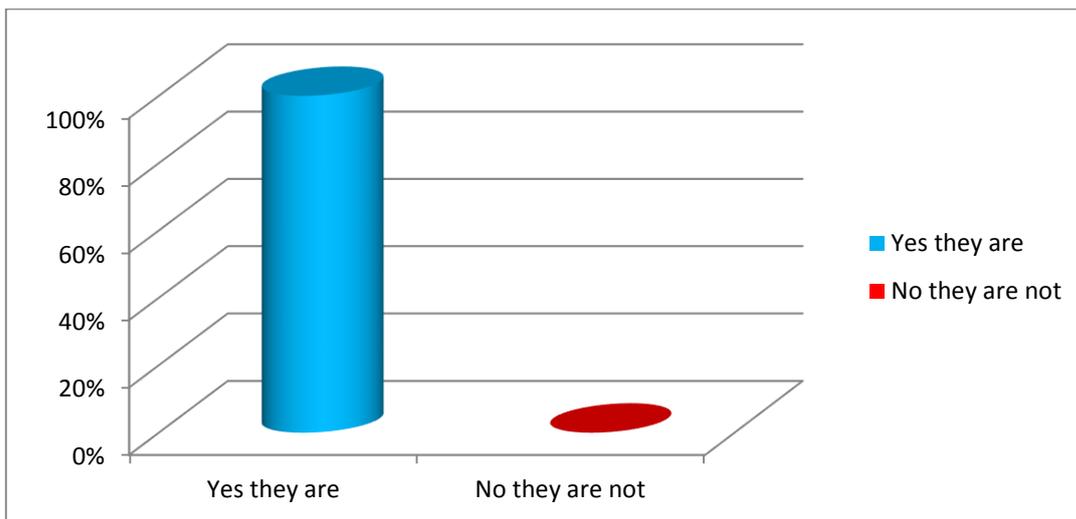
Graph21: Histogram Representing The Tachers' Opinions about taking notes, while lecturing.

It seems from the illustrations above that all teachers of the study (100%) affirm that notes are beneficial while lecturing. On the other hand, Teachers' responses differed because of disparity in their experiences. Some of them describe the benefits of note taking as a helper for the learners to understand more the lecture and turn them into active participants in the classroom. A way to a better memorization, other declare that notes simplify the course. Moreover, the rest suggest that notes are reminder and references to future study, review, tests or exams.

Item09: Do you think that note taking can enhance the listening skill

Option	N°	%
Yes	05	100%
No	0	0
Total	05	100%

Table23: Teachers' Agreement On The Positive Impact of Note Taking on The Listening Skill
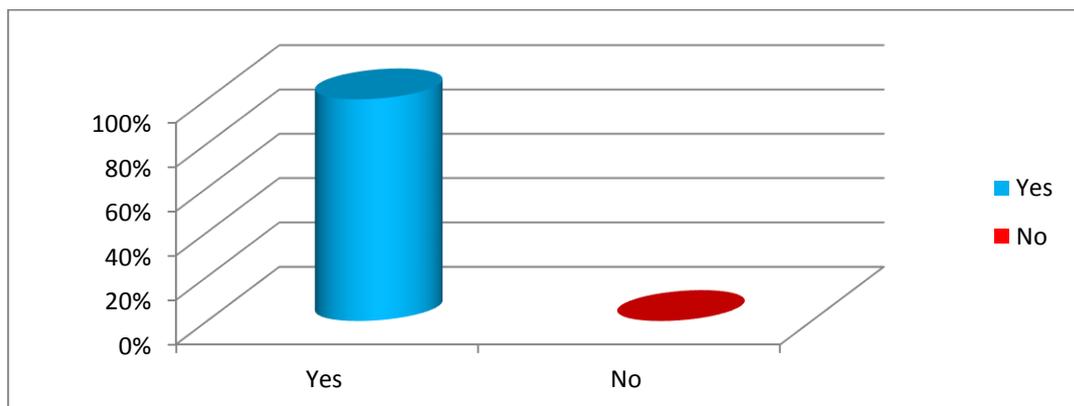
Graph22: Histogram Representing The Teachers' Agreement On The Positive Impact of Note Taking on The Listening Skill

The table and the histogram above show that five teachers(100%) agree that note taking can enhance the listening skill. This indicates that teachers, from their own experiences, notice that taking notes play a major role in enhancing the learners' listening skill.

If yes, how?

Teachers' views were approximately the same concerning the positive impact on the listening skill. They claim that taking notes requires conscious, deep and attentive listening to grasp the main ideas and the important details.

Item10: How do you think that taking notes, produces a positive impact on the listening skill?

Teachers agree with the fact that taking notes, produces a positive impact on the listening skill. Their answers were the same, declaring that taking notes makes the learners an active listeners; where a deep concentration and attention to select the important details are required. Moreover, some teachers claim that it helps in checking the Language pronunciation, accent and intonation.

Item11: How do you think that teachers should encourage learners to take notes?

Teachers affirm that they should encourage the learners to take note. Their answers were a bit different; some teachers said that the encouragement can be done by relying on the oral presentation of lectures instead of handing handouts, which means, minimizing the

amount of data in the paper handing. While, others claim that they can help the learners outline their lectures and organize their ideas verbally. However, all teachers agree on teaching the different techniques of note taking to facilitate its use.

Item12: **In your opinion, should effective note taking be taught?**

This question has been asked to show that even if taking notes seems to be a simple way to recall lectures, it is also, a valuable skill that should be taught.

All teachers of the study agree that note taking should be taught. They assert that learners should activate their listening skill by the concentration, and the attention required when taking notes. Furthermore, note taking is an integral factor in the learning process that requires certain skills and methods that should be known by the learners.

Part Two: **Discussion of Students' and Teachers' Questionnaire Results and Recommendations.**

3. Discussion of Results (Findings)

In order to make clear discussion to the findings and explore the final conclusions, we have to make discussions of the students' and the teachers' questionnaires. In this section, we will discuss the differences found in the answers of both students and teachers,

3.1.Discussion of Students' Questionnaire Results

From the analysis of the students' questionnaire, we find that most of the participants are girls. May be , the fact that girls being major in literal fields rather than

scientific ones. "The gender gap isn't about ability," said Claudia Buchmann, co-author

and sociology professor at Ohio State University, "it's really more about effort and

engagement in school. In addition, from question four, learners define note taking as a

necessity to remember and

organize ideas. However, they encounter problems when taking their notes; especially,

when it comes to how taking those notes. Moreover, even they are advanced learners

(third-year students) the majority of them state that they find the process of t listening skill

a hard task, because of the misunderstanding of some words, the teachers' pronunciation,

accent, and the noise outside the classrooms; which represent a serious problem for the

learners. Furthermore, from the question number seven, we analyse that learners have an

issue when taking notes, because they have not been exposed to the different methods of

this skill before. What is more, that we notice from question (8), that learners can not link

between their skill of taking notes and their listening skill. Even, they argue and agree on

the idea of the positive impact of note taking on the listening skill. (Note taking, can

enhance the listening skill).

3.2. Discussion of Teachers' Questionnaire Results.

In addition to the discussion of students' questionnaire results, we need to discuss the

results of the teachers' questionnaire in order to relate them with those of students' ones.

Question 4 says that, approximately, all teachers of different modules explain their courses

with various methods. Also, question number 5 affirm that the majority of teachers prefer

to vary the techniques used. This will help them to make the learner active as much as they can. What is assumed from question 6 is that learners sometimes take notes during lectures, we obtain the same result from the students' questionnaire, where learners claim that they take notes in the class. Question 9, reveille the result of that note taking can enhance the listening skill. Similarly, to the students' answers. Both, teachers and students affirm that the strategic note taking should be taught for many reasons, the main one, is to improve the listening concentration, and attention.

Conclusion:

This chapter is concerned with getting real data about students' point of view, and teachers' perspectives concerning the factors which foster the learners' listening skill for Third year students. The present study reveals that teachers know about the general information which enhance learners' listening skill during lectures, but, there are some problems which hinder this process; such as the lack of knowledge about the note taking strategies. The suggested recommendations, if properly considered, will certainly take EFL learner's listening skill to another level.

Recommendations

Several recommendations can be made for future research to further investigation to the effectiveness of using taking notes strategies during lectures. Especially in the University's level classes in the EFL contexts. Those recommendations are summarized into the following points:

❖ In our case of study, we suggest that, teachers should provide their students with clear handouts; for easy and effective note taking. In addition to relay on the oral presentation .

❖ Teachers should encourage their learners to be responsible of their learning process as a teacher inside the classroom. In addition, teaching the techniques of note taking, and show them how it promotes their autonomy.

❖ Teachers should focus more on their pronunciations and accents which could hinder the learners' listening, rather than facilitate the task.

❖ Background knowledge (when lectures start with reviews of relevant content covered in previous lectures) sounds a good basis for more successful lecture attention.

❖ Teachers should encourage learners to summarize lectures, because they help students' lecture comprehension

❖ Lectures should evaluate students' note taking after each lecture, in order to avoid errors and this will make the student's notes more effective

❖ In order to respect learners' learning style, Instructors should show the different strategies and methods of taking notes. Including, abbreviation and symbols.

❖ Dictation should be included in EFL learners, to enhance the students' concentration and to make them used to take notes.

General Conclusion

This research aims at investigating the relationship between the strategic note taking and the learners' listening skill for third year English students at the Department of Foreign Languages at the University of Biskra. We hypothesize that if learners take notes effectively, their listening skill will be enhanced.

Note taking as it has been mentioned before is an important academic task that helps learners remember what they have learned and helps them review materials for re-use in revision or assignment. In addition, the process of taking notes involves a complete set of skills and interactions between the teachers and their learners. In our dissertation, we included something that is crucial to our topic and has been underestimated before that is teaching the note taking. This would be helpful for students to enhance their listening skill by the attentive, attention, and concentration of the learners on the lecture.

Summarily, effective note taking enhance learners' listening skill. Considering that note taking facilitates the progress of the listening skill. May pave the way for teachers to integrate this strategy into their courses and to encourage their students to take notes in a strategic way, not in a random manner. Therefore, we can confirm that, by learning and use the different methods of the strategic note taking, EFL learners' listening skill will be enhanced.

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Appendices

Appendix01: Students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the impact of the strategic note taking in enhancing EFL learners' listening skill. We would be so grateful if you could sincerely answer the following questions, so please, give a precise answer as you can, Tick (√) your answer(s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Thank you for your time and for your time and for your collaboration

Section One: The Student's Profile

Q1: Specify your gender.

a. Female ☐

b. Male ☐

Q2: Are you?

a. Student ☐

b. Student Worker ☐

Q3: How Long have You Been Studying English At University?

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Q4: According to you; note taking is:

a. A necessity to remember and organize ideas ☐

b. A fortune to to concentrate on the lecture ☐

c. A tool to improve your knowledge ☐

Q5: How do you find the process of listening during lectures?

a. An easy task ☐

b. A hard task ☐

- Please justify

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Section Two: Student's Attitude Towards Taking Notes and the listening skill During Lectures.

Q6: Have you encountered any problems when taking notes?

Yes ☐   No ☐

If yes, are they related to:

a. Time management ☐

b. Insufficient knowledge of how to taking notes ☐

c. The instructor's lecture speed ☐

d. Others

• If others, give examples please,

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Q7: Answer the following questions by circling either Yes or No.

Do you take notes in class?	Yes	No
Have you been taught a note taking method?	Yes	No
Does taking notes help you to pay more attention to the lecture?	Yes	No
Do you pay attention to the speaker's gestures, and tone of voice when deciding what to write in your notes?	Yes	No
Do you use abbreviation/ symbols instead of writing out long frequently used words?	Yes	No
Is the ability to take effective notes helps in enhancing the listening skill	Yes	No
Do you think that the strategic note taking should be taught?	Yes	No

Q8: Use the scale below to respond to each statement as it relates to you

Statement	I do this	I do not do this
Listen with an open mind		
Summarize the speaker's content to ensure I have a good understanding		
Use probing questions to gain a full understanding		
Accurately paraphrase the speaker's words		
View listening as an opportunity to grow my knowledge		
I listen more for facts than overall ideas during classroom lectures		
Catch the key words, and the main ideas		

Q9: Note taking can enhance the listening skill

Agree ☐   disagree ☐

- Please justify your answer,

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Again, my gratitude and thanks go to you for your time and collaboration

Besma Harrouz

Appendix02: Teachers' Questionnaire

Dear Teachers,

      This questionnaire investigates the impact of note taking in while attending courses. The aim of this study is to prove whether taking notes could bring any improvement to EFL learners' listening skill or not. We would appreciate if you would be prepared to assist us by completing the following questions. Please note that your response will be anonymous and all information given will be treated confidentially for the purpose of the research. In order for the study to be relevant, we will appreciate it if you give exact information.

                                      Thank you for your time and collaboration

Please, tick in the right box or make full answers whenever necessary.

Section I: Teacher's Background Information

1.   Sex : male ☐   Female ☐

2.   How Long have you been teaching at the University?

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3.   Which module are you teaching?

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Section II: Teacher's Attitude Towards Taking Notes During Lectures.

4.   How do you explain your course?

- Handouts ☐
- Dictation ☐
- Lecturing ☐
- Writing on the board ☐
- All of them ☐

5. Justify:

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6. Do students take notes during your lecture?

- Yes they do ☐
- No they don not ☐

7. If they do, how often?

All the time	Very often	Often	Sometimes	Never
☐	☐	☐	☐	☐

8. Do you think that, notes are beneficial while lectures?

- Yes ☐
- No ☐

If Yes, how they could be?..
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Do you think that note taking can enhance the listening skill?

Yes ☐   No ☐

If Yes, how?

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9. How do you think that taking notes produces a positive impact on the listening skill?

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10. How do you think that teachers should encourage learners to take notes?

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11. In your opinion, should effective note taking be taught?

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Again, my gratitude and thanks go to you for your time and collaboration

Besma Harrouz

الملخص

تحفز عملية تدوين الملاحظات مهارات التفكير النقدي، حيث تجعل الطالب جزءا فعالا في عملية التعلم أكثر من كونه متعلما متلقيا. لهذا فالغرض من هذه الدراسة هو إثبات العلاقة القائمة بين تدوين الملاحظات بتحسين حاسة السمع لدى الطلاب الدارسين للغة الأجنبية، حيث تم في هذا البحث تقديم مختلف الطرائق و الوسائل لتدوين ملاحظات مفيدة.حيث تم طرح فرضية تنصص على – إذا تم أخذ ملاحظات فعالة من طرف الطلاب الدارسين للغة الأجنبية، سيتم تعزيز مهارة الاستماع لهم. و للقيام بذلك صمم استبيانين و وزعا على (05) أساتذة، و عينة من (30) طالب و طالبة من السنة الثالثة قسم اللغة الانجليزية. و قد خلصت نتائج الدراسة إلى مدى أهمية و فائدة تدوين الملاحظات خلال المحاضرة في تحسين السمع لدى الطلاب من خلال التركيز، والانتباه لتحصيل الكلمات المفتاحية أو المقصود من كلام المحاضر (الأستاذ). أخيرا ينبغي على الطلاب الأخذ بعين الاعتبار هذه المهارة فهي تساهم في نجاحهم الدراسي و تحسين سمعهم كما ينبغي على الأساتذة إبداء مزيد من الاهتمام بتعليم هذه المهارة خلال إلقاء الدرس.