



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Dr. Moulay Tahar University, Saida
Faculty of Letters, Languages and Arts
Department of English Language and Literature



**Developing Listening through Note Taking among First Year
Students at Dr. Moulay Tahar University Saida**

Dissertation submitted as partial fulfilment of the requirements for the degree
of Master in Didactics.

Presented by:

Mrs. TETA FATIHA

Supervised by:

Dr. BELASKRI

Board of Examiners

| | | |
|--------------|--------------------|---------------------|
| Mr. LAKHDARI | (MAA) Chair Person | University of Saida |
| Dr. BELASKRI | (MCB) Supervisor | University of Saida |
| Dr. GHEMBAZA | (MCA) Examiner | University of Saida |

Academic Year: 2020/2021

Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person or material which has been accepted for the qualification of any other degree or diploma of a university or other institution.

Date : 20/06/2021

Name : TETA FATIHA

Signature :

A handwritten signature in blue ink, appearing to be 'Teta Fatiha', written in a cursive style.

Dedication

I dedicate this humble work to my lovely and respectable parents.

Special mention must be made here for my husband Laribi Hichem who supported my decision for higher education, to my lovely daughters Ilhame and Nourssine.

To my close friends.

Acknowledgements

My thanks go to my supervisor Dr. Belaskri for her help in completing this research work.

I would also like to thank the members of the committee, Mr. Lakhdari and Dr. Ghembaza who have given their time to read and evaluate this humble work.

Last but not least, I would like to express my regards and blessings to my husband Mr. Laribi Hichem who provided me with support during the completion of this research work.

Abstract

Listening comprehension is fundamental for students, especially during lectures. Therefore, note-taking is one of the salient strategies that help students to improve listening, and increase comprehension, additionally to store, and retrieve information effortlessly. The aim of this study is to explore the role of note-taking in developing EFL learners' listening skills. Our hypotheses, that note-taking helps students to concentrate, and achieve positive performance on listening tests is confirmed by the results obtained from the data that were collected through the use of questionnaire for teachers as well as questionnaire and two tests for students beside classroom observation. The researcher has opted for both quantitative and qualitative methods to analyse data. The sample consists of 52 students, and 10 teachers from the English department of Dr MoulayTahar Saïda university. The findings indicate that taking notes contributes to develop listening and improving learners' performance. The study put into evidence the necessity of taking this strategy into account during the lecture, due to its advantageous role.

Table of Contents

| | |
|---|-------------|
| Declaration of Originality | II |
| Dedication | III |
| Acknowledgements | IV |
| Abstract | V |
| Table of Contents | VI |
| List of Tables | IX |
| List of Figures | XI |
| List of abbreviations | XIII |
| General introduction | 1 |
| Chapter one: Implication of Note Taking in Improving Listening Comprehension | |
| 1.1 Introduction:..... | 4 |
| 1.2 Listening comprehension | 4 |
| 1.2.1 importance of listening comprehension | 4 |
| 1.3 listening comprehension theories | 5 |
| 1.3.1 Bottom-up | 5 |
| 1.3.2 Top-down listening | 5 |
| 1.3.3 Interactive listening | 6 |
| 1.3.4 Schema theory | 6 |
| 1.4 Barriers to effective listening in English language | 7 |
| 1.4.1 Lack of concentration and attention | 7 |
| 1.4.2 Lack of proficiency and syntax | 7 |
| 1.4.3 Lack of prior knowledge | 7 |
| 1.4.4 Obstacles related to the delivery | 7 |
| 1.4.5 Obstacles related to the physical settings: | 8 |
| 1.5 Note-taking during listening..... | 8 |
| 1.5.1 The influence of note-taking on students' listening comprehension..... | 8 |
| 1.5.2 The necessity of teaching note-taking in EFL classrooms | 10 |
| 1.5.3 Teachers role in LC: | 11 |
| 1.5.4 Teachers attitudes to note-taking..... | 12 |
| 1.6 The correlation between listening and note taking :..... | 13 |
| 1.6.1 Note-taking in listening tests..... | 14 |
| 1.6.1.1 IELTS listening test..... | 14 |

| | |
|--|----|
| 1.6.1.2 TOFEL listening test..... | 15 |
| 1.6.1.3 The role of note-taking in IELTS and TOFEL tests..... | 16 |
| 1.6.2 Function and benefits of note-taking..... | 16 |
| 1.6.3 Factors influence students ability to take notes..... | 17 |
| 1.7 Conclusion..... | 18 |
| Chapter two: Research Methodology and Desing | |
| 2.1. Introduction..... | 19 |
| 2.2 Research design..... | 19 |
| 2.2.1. Quantitative and qualitative research approaches | 20 |
| 2.2.1.1 Quantitative research approach..... | 20 |
| 2.2.1.2 Qualitative research approach..... | 20 |
| 2.2.1.3 Mixed-methods design..... | 21 |
| 2.3 The Sampling and the participants | 21 |
| 2.4 Data Collection tools..... | 23 |
| 2.4.1 Questionnaires | 24 |
| 2.4.1.1 Students' questionnaire..... | 24 |
| 2.4.1.2 Teachers' questionnare..... | 25 |
| 2.4.2 Test of LC and note-taking..... | 26 |
| 2.4.5 Classroom observation | 27 |
| 2.5 Data collection procedures | 27 |
| 2.6 Conclusion..... | 28 |
| Chapter three: Data Analysis and Interpretation | |
| 3.1 Introduction..... | 29 |
| 3.2 Analysis and interpretation of students' questionnaire:..... | 29 |
| 3.2.1 Questionnaire analysis..... | 29 |
| 3.2.2 Interpretation of students' obtained data..... | 40 |
| 3.3 Analysis and interpretation of teachers' questionnaire | 41 |
| 3.3.1 Analysis of teachers' questionnaire | 41 |
| 3.3.2 Interpretation of data obtained from teachers..... | 47 |
| 3.4 Tests analysis and interpretation..... | 48 |
| 3.4.1 Test one analysis..... | 48 |
| 3.4.2 Test two analysis | 49 |
| 3.4.3 Tests interpretation..... | 50 |
| 3.5 Classroom observation analysis and interpretation | 51 |

| | |
|--|-----------|
| 3.6 Findings and general discussion..... | 51 |
| 3.7 Limitations | 52 |
| 3.8 Recommendations and suggestions..... | 53 |
| 3.9 Conclusion..... | 53 |
| General conclusion | 55 |
| References | 57 |
| Appendices :..... | 65 |

List of Tables

| Table | Page |
|---|-------------|
| 2.1 The participants' gender | 22 |
| 2.2 Students' age ranges | 22 |
| 2.3 Design of students' questionnaire | 25 |
| 2.4 Design of teachers' questionnaire | 26 |
| 3.1 Evaluation of students' LC level..... | 29 |
| 3.2 The students reaction about difficult listening tasks..... | 30 |
| 3.3 Obstacles of listening comprehension | 31 |
| 3.4 Managing listening problems..... | 31 |
| 3.5 Remembering after the listening process | 32 |
| 3.6 Teaching techniques for developing listening | 33 |
| 3.7 Taking notes in classroom | 34 |
| 3.8 Levels of note takers | 34 |
| 3.9 Taking notes help students to capture important facts | 35 |
| 3.10 Note-taking helps in retrieving information..... | 35 |
| 3.11 Factors prevent students from taking notes | 35 |
| 3.12 Teachers remind students to use note-taking..... | 37 |
| 3.13 Importance of taking notes while listening | 37 |
| 3.14 Helpfulness of note-taking in listening carefully | 38 |
| 3.15 Note-taking fosters listening skills | 39 |
| 3.16 Dependence on the students' listening ability..... | 41 |
| 3.17 Clarification in listening tasks | 41 |
| 3.18 listening skill in the Algerian academic program..... | 42 |
| 3.19 Hindrances encounter students in LC | 43 |
| 3.20 Taking notes and pay attention during lectures | 43 |
| 3.21 Students' attention while listening | 44 |
| 3.22 Factors helping to effective notes | 45 |
| 3.23 Taking during lesson | 45 |
| 3.24 The role of taking notes in improving LC..... | 46 |
| 3.25 Suggested strategies to boost listening skills | 47 |
| 3.26 List of correct answers for test one with the group who do not take notes..... | 48 |

3.27 List of correct answers for test two with the group who take notes.....49

List of Figures

| Figure | Page |
|--|-------------|
| 2.1 Research approach | 20 |
| 2.2 Students distribution on research instruments | 23 |
| 2.3 Triangulation in research | 23 |
| 3.1 Evaluation of students' LC level | 29 |
| 3.2 The students reaction about difficult tasks..... | 30 |
| 3.3 Obstacles of listening comprehension | 31 |
| 3.4 Managing listening problems | 32 |
| 3.5 Remembering after the listening process | 32 |
| 3.6 Teaching techniques for developing LC | 33 |
| 3.7 Taking notes in classroom | 34 |
| 3.8 Level of note takers | 34 |
| 3.9 Taking notes help students to capture important information facts | 35 |
| 3.10 Note-taking helps in retrieving information | 36 |
| 3.11 Factors prevent students taking notes | 36 |
| 3.12 Teachers remind students to use note-taking | 37 |
| 3.13 Importance of taking notes while listening | 38 |
| 3.14 Helpfulness of note-taking in listening carefully | 38 |
| 3.15 Note-taking fosters listening skill | 39 |
| 3.16 Dependence on the students listening ability | 41 |
| 3.17 Clarification in listening tasks | 41 |
| 3.18 Listening skill in the Algerian academic program | 42 |
| 3.19 Taking notes and pay attention during lectures | 44 |
| 3.20 Students' attention while listening | 44 |
| 3.21 Factors helping to take effective notes | 45 |
| 3.22 Taking notes during lesson | 45 |
| 3.23 The role of taking notes in improving LC | 46 |
| 3.24 Suggested strategies to boost listening skills | 47 |
| 3.25 list of correct answers for test one with the group who do not take no..... | 48 |
| 3.26 List of correct answers for test two with the group who take notes..... | 49 |
| 3.27 Comparison of correct answers of both tests | 50 |

List of abbreviations

| | |
|-------|---|
| CO | Classroom observation |
| IELTS | International English language testing system |
| LC | Listening comprehension |
| Qs | Questions |
| PBT | Paper-based test |
| TBT | Computer-based test |
| TOEFL | Test of English as foreign language |

General introduction

It is obvious to all that a young children begin to speak after 2years, while at the age of 4 they communicate with those around them through language automatically without reading a book or taking language lessons or even rehabilitative courses. Clearly, the children acquired the language unconsciously from their surroundings. They used to learn the language by hearing, and of course through sight. But, the most important sense that was used is the sense of hearing. In short, listening is the most prominent skill. Actually, it is not enough alone, but it is the paramount activity. For everyone who wants to learn any field for example, learning foreign languages, which children learn it very quickly unlike adults. The hardest part of learning a foreign language is listening comprehension due to the lack of concentration like missing the main details, limited vocabulary, and poor syntax competence etc. Hence, it can be noted at the outset that listening to the pronunciation of a language is the most powerful method of language acquisition. It should be noted that, foreign language learners at university specifically novice students encounter difficulty in listening. Sometimes they do not even pay attention to the content of the inputs.

Algerian students, in particular, the first year English language students at Saida university need to develop their listening abilities especially during the lectures. What sparks attention, listening is one of the most disregarded between the communication skills by students. Although it is the most helpful for learning, and they do not feel that, because they think that they can listen to the lecture as soon as they attend it. In this case, taking class notes is a record of the content of the lecture not only it helps the student to focus on the content and capture important information, but also it is one of the factors that helps in achieving effective listening during lectures. By taking notes, the listener records the essence of the information because it helps in concentration, also the student is prepared in advance to take notes.

Many studies have been concerned with developing the listening skill, including several methods for instance, the use of authentic listening material that may help language learners to manage listening related problems. Also there are who suggests to design task-based listening for example, teacher asks his learners to listen to what are described as authentic situations and to perform an action with the present information. Yet, a few studies have been interested in enhancing listening skill via taking notes. The aim of this study is to

investigate the role of note-taking in developing listening of EFL learners at the university of Dr Moulay Taher. Additionally, to explore the teachers and students' perspectives toward this issue. It targets specifically the following objectives:

- _ Elucidating the benefits of using note taking during the lecture.
- _ Determine the effectiveness of taking notes in improving listening comprehension (LC) level. To clarify what the researcher is seeking exactly, the following research questions have been formulated to narrow the topic and provide a guiding framework for the research:

1. Does note-taking strategy enhance LC in EFL classrooms?
2. How can note taking enhance performance in listening tests ?

Through the above, it is hypothesized that :

1. Taking notes may help students to concentrate and listen effectively.
2. Taking notes might have a positive performance in listening tests.

In order to reach the research objectives some research tools were used to elicit maximum data, whether from teachers or students. Which are two questionnaires, and two listening tests also a classroom observation (CO). The research sample consisted of 52 first undergraduate students as well as 10 teachers from the English department at Dr Moulay Taher Saida university.

The current study is divided into three chapters, the first chapter entitled : Implication of note-taking in improving LC. It will present the theoretical framework that contains definitions of listening and theories related to this term. furthermore, the part that correlates taking notes with listening which presents the dichotomy and taxonomy around the improvement of listening through taking notes. Besides, the role of the teachers in this field. Also, it clarifies the relationship between listening and note-taking. The second chapter deals with the methodological procedures of this research. It tackles the research design, the target accompanied by the adopted research tools. The third chapter covers the analysis, interpretation and discussion of the results. Ultimately, it provides some suggestions and recommendations for EFL teachers and learners.

In Moulay Tahar university, some studies have been conducted to investigate the listening skill in many ways. However, students still have difficulty in listening and concentration during the lectures, so it is rational to adopt an easy and accessible method for every

General Introduction

learner, such as note-taking which many learners take for granted, although it improves students' focus and attention to what they listen to during lectures. The findings of this study can stimulate students and teachers to focus at taking notes as a tool for developing listening as it reinforces active learning.

The importance of this study is the clarification of an aspect that maybe neglected during the learning process. Most students use note-taking to select the information they want to keep without being aware that it develops their listening through readiness to receive inputs.

Chapter one : Implication of Note Taking in Improving Listening Comprehension

1.1 Introduction

Listening is one of the important skills to learn a language. It has significant role in teaching and learning process. This chapter brings together the most important aspects of this study, including the definitions of listening and its important additionally the obstacles facing the listener. Then follows the section that explains the relationship between listening comprehension and note taking.

1.2 Listening comprehension

Many scholars have worked hard to define listening comprehension (LC). They have provided an enormous number of definitions. Morley (1991) gives a broad sense to listening comprehension, which is the human conversion that go between sound, and structure of sense. That is, people try to get meaning after hearing voices. Anderson and Lynch (1988) ; Lundsteen (1979) agree that listening is an interpretation, and analysis of what the listener received orally. That means the listener grasps what he hears. Additionally, Purdy (1997) defines listening as " the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the needs, concerns and information offered by other human beings" (p.8). In this definition Purdy elucidates that listening is an interact process, that bind meaning to the auditory input. Hamouda (2013) sees that listening comprehension includes recognition of phonemes, understanding the vocabulary's significance as well as the syntax. By the same token, Rost, 2001; Vandergrift, 2007; Kurita, 2012 agree that listening comprehension is a necessary section of language learning. Learners crave to understand multimedialike, internet and, native speakers. Listening is a considerable ability to advance second language learning (Pourhousein Gilakjani& Sabouri, 2016).

1.2.1 Importance of listening comprehension

Listening has a crucial role in daily life, which is the most dominant skill. Hedge (2000) claims that when people are engaged in communication 9% is to writing, 16% to reading, 30% to speaking, and 45% to listening. In the same token, Hedge makes known listening is

necessary in English language classrooms, he mentions that contemporary society prefers to change from pointed media towards sound, and it's members.

In order to acquire L2 learners need to develop listening. This latter presents the highest level of complexity in teaching English as a foreign language to elementary grade (Londoño Buritiča, 2012). Doff (1995) explains that listening correlates to speaking. Lundsteen (1979) proves the necessity of listening in his study. He says that children listen before they speak, so listening is the first skill to appear.

Listening activities help learners to acquire language subconsciously. Not only learn grammar and vocabulary, also they recognize pronunciation, rhythm, intonation, pitch, and stress. Additionally, learners can differentiate between language spoken by British, and American people (Nawangasasi, 2015).

1.3 listening comprehension theories

Listening theories shed light on the knowledge that the learner need to achieve effective comprehension.

1.3.1 Bottom-up

Bottom-up “ is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (or phonemes) to complete texts”(Rubin, 1994 a , p.20). Listeners begin with the smallest unit of the acoustic message to attain perception. Then, those phonemes are mixed into words which form phrases and sentences to generate thoughts (Flower & Miller, 2005). So, in the bottom-up processing the listener benefits from "his knowledge of words, syntax, and grammar to work on form"(Rubin, 1994 b , P. 210). The most important thing that the bottom-up approach focuses on in order to understand the meaning is to rely on language message, thus linking sounds, words, by using grammar. Bottom-up strategies emphasize on listening to specific detail, also word order.

1.3.2 Top-down listening

Top-down process asserts the use of prior knowledge to decode a verbal message, instead of relying on phonemes, and vocabulary (Flower & Miller, 2005). Knowledge sources are stored in the long-term memory in the form of schemata, listeners stratify previous types of

knowledge to the task such as, prior knowledge, pragmatic, and cultural knowledge (Vandergrift, 2002).

The individual has some assumption about what will happen next, during the listening process, in this case the listener uses the present information to confirm or reject what he hypothesized. The following example will illustrate the previous idea, look at the following incomplete sentence, 'she was so angry, she picked up the gun, aimed and _____' (adapted from Grosjean, 1980). After hearing the sentence, several possibilities arise. Listener uses his background knowledge to expect words related to the gun like, 'fired', 'shot' or something like that (Buck, 2001).

1.3.3 Interactive listening

The interactive process was developed by Buck in 1990. He supposes that listeners are compelled to use different elements of language for different sorts of knowledge intending to comprehend the input. Knowledge can be also applied simultaneously or in any arrangement (Thuakunkovit, 2008).

In order to boost listening comprehension listener have to integrate between bottom-up, and top-down process. Accordingly, comprehending a text requires an active process between linguistic, plus prior knowledge (Pourhousein Gilakjani & Ahmadi, 2011).

1.3.4 Schema theory

It is important to insert the definition of schema (plural form is schemata or schemas). Immanuel Kant a German philosopher in 1781 was the first introduced, he approves that new words, new information, thoughts could have a sense only when they were correlated with individual's previous knowledge (Haiyan, 2018).

Obviously, schema theory is substantial in learning, which influence comprehension, and memory. Depending on schema theorists "...we comprehend something only when we can relate it to something we already know" (Almutairi, 2012, P. 2). Undoubtedly, LC is widely attached to schema theory. Currently, scholars have done many researches around this theory, and LC. As well, Mercuri and Rea (2006) demonstrate that, "A schema is the mental framework by which we organize concepts... Teachers encourage schema building... by helping students build background knowledge, ... access the background knowledge, ... and use it as a bridge to new learning" (P. 47).

1.4 Barriers to effective listening in English language

There are many obstacles that encounter the listener, making it hard for him to comprehend.

1.4.1 Lack of concentration and attention

The listening process is influenced by the students' attention to the input (Anderson & Lynch, 1988). Students lose their attention when they listen to unfamiliar words. So, they stop listening, and looking for meaning consequently, overlooking important information (Hamouda, 2012).

1.4.2 Lack of proficiency and syntax

The listener cannot understand English speech, identify, also classify suggestions without having knowledge of English grammar, and syntax. Moreover, the structural component of the text is the main reason behind the difficulty in LC (Vogely, 1995).

In the other hand, Anderson and Lynch (1988) agree that low proficiency, weak level of grammar, syntax, phonology, also semantic features of target language are the most serious obstacles that listener can encounter.

1.4.3 Lack of prior knowledge

Hasan's study (2000) shows combining current information with previous knowledge is a widely used method for guessing the meaning of a listening section. From Brown's point of view prior knowledge is one section of the cognitive model of language processing. It is organised as a schemata, instructors able to assist learners to grasp what they hear by recalling their previous knowledge (2006).

1.4.4 Obstacles related to the delivery

The delivery comprises two denominations. To be specific, reciprocal listening where there are an interaction, additionally the communication between the speaker and the listener (Nawangasasi, 2015). A serious problem often demonstrated in the repetition of words. Underwood (1989) indicates that in the classroom, teacher is the responsible in repeating records, listening passage or not, thus it is difficult to him recognizing if student comprehend the listening part or not.

Whereas, the non-reciprocal listening ; listener does not participate to a dialogue. For instance, listening to a radio, movies etc. Listeners have restricted control toward the input (Nawangasasi, 2015). Furthermore, Underwood (1989) talks about this kind of obstacles he says " Many English language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks"(p. 16).

1.4.5 Obstacles related to the physical settings:

According to Hamouda (2012) noise is one of the obstacles to comprehension. It can confuse the listener's mind and prevent him from concentrating. Students have difficulty hearing the teacher's voice because of the noise from outside and the poor preparation of laboratories. Equivalently, the uncomfortable environmental conditions such as, high temperatures which make students feel tired, sleepy, and decrease their focus (Nawangasasi 2015).

To sum up, from the aforementioned obstacles that make LC difficult, many studies have shown several solutions to improve listening, yet rarely researchers correlate note-taking to listening comprehension's development.

1.5 Note-taking during listening

1.5.1 The influence of note-taking on students' listening comprehension

Studies show that the effect of taking notes on LC has two functions: encoding, and external storage function.

The encoding function assumes that note-taking helps in processing the information as this evidenced by a comparison between the performance of students who take the listening test with the note-taking and that of those who were not allowed to take notes. The external storage function written notes constitutes a repository for information for later review. This function assumes that reviewing notes facilitates the information's retrieval, (Boran & Yi, 2012). In the same parallel, Kiewra's comparison(1989) correlates with reviewing notes. Listeners who review their notes show a favourable performance. Unlike, note takers who do not review their notes.

There are some cognitive activities which result from taking notes while listening as attention, understanding input, in addition to capturing key points (Bonner&Holliday, 2006). Carrell, Dunkel and Mollaum(2004) try to find out the effect of taking notes in

computer-based test for English LC. It shows that it simplifies understanding of listening. However, it depends on the length of the section, students perform better in short passages. As for the topics, they perform well when taking-note is permissible in the arts, and sciences of humanity (Boran & Yi, 2012). Undoubtedly, note-taking has many advantages, Kiewra (1985) summarises it as follows: he states that there are two causes behind the note-taking's benefits. The first one is that note-taking helps lecturer to increase attention. It also, makes the learner employ cognitive processes, and give the auditory input meaning. The second reason is that, it enables learners to refer to the information, plus review it, then remember the audible input.

On the other hand some researchers has different view. In this regard, Carrell (2007) notices that the effect of note-taking provide double-edged. She points out: "those who test L2 listening comprehension should be aware of the additional cognitive load that note-taking during listening may place on second language examinees" (p. 45). The data show that taking notes while listening to L2 does not have any clear effect on returning information, which is reflected in the test performance (Dunkel & Davy, 1989).

In the pre-university stage few teachers give lessons on taking notes, the reason is that learning is when listening is a slow, and gradual process (Bosch & Piolat, 2005). Some researchers determine that taking notes has a negative effect on students accomplishments, other studies point out that note-taking has no influence on achievement (Ornstein, 1994).

Language learners see listening as the most hard skill to learn (Hasan, 2000). For this, scientists are still trying to find different ways to improve listening skill. From Murra's point of view : "the easiest, and pleasantest way to learn to speak a new language is to live where it is spoken, to learn, that is by talking and listening rather than from books and a teacher" (1954, p. 181). However, not all language learners are able to travel abroad. There are many ways to foster listening skill.

Jansen and Integer (2003); McBride (2011); Robin (2007); Zhao (1997); AK (2012) point that technology eliminates problems during the use of authentic materials. As that, many studies emerged about the effectiveness of technology, and authentic materials at classroom LC (PourhouseinGilakjani, & Sabouri, 2016).

In the same way, Rost (2007) views that technology can further expand this LC while providing student with motivating materials.

Underwood (1989) argues that knowledge of language structure is insufficient for successful understanding. Mastery of grammar is important, it needs a lot of upholding from other knowledges; "it is important to recognize the features of the spoken language, and to understand how they affect language learners" (P. 16). In the same context, metacognitive strategies are necessary because they supervise, organize or direct language learning. This is why listeners use metacognitive, cognitive, and socio-strategies to make their learning more effective. Based on research skillful listeners depend on more metacognitive strategies than less-skilled ones (O'Malley & Chamot, 1990).

As it is seen above, taking notes while listening is a helpful strategy for students. It increases listeners' attention to be more focused in catching important ideas. It is noteworthy to state that note-takers perform well without relying heavily on their memories.

Certainly, improving listening skill -like other skills- is needed to complement each other. Effective listening, for example, requires mastery of grammar, sentence structure, and employ cognitive process etc. But, taking notes is more practical since it is very common strategy. While taking notes students practice other related skills among these are LC, and writing skill. In addition to retention of knowledge, critical thinking, and creativity.

1.5.2 The necessity of teaching note-taking in EFL classrooms

Predominantly, EFL teachers adopt the benefits of taking notes, and effective strategies to enhance students' ability to remember and comprehend. Specifically, the most prominent benefits of taking notes for EFL students are the facility of catching unfamiliar words, ideas for memorization then comprehension. This strategy also raises the attention to lectures. Correspondingly, note-taking facilitates the LC (Zohrabi & Esfandyari, 2014).

Note-taking is important for high-school, university classes, and the pedagogical tendencies keeping away from teacher centred instruction (Viani, 2011). Mastering note-taking is needful for student either at school, work, or life in general. Some language learners have difficulty of retrieving information which is serious problem that must be eliminated by providing learners with listening activities together with taking notes (Hayati Jalilifar, 2009).

Teacher helps students to take notes, they may be late in revision, insert lesson cues, provide partial notes, and introduce necessary mobile technology (Kiewra, Colliot, & Lu, 2018). According to the Swedish university, teachers taking charge in English language

lessons to execute : " different ways of commenting on and taking notes when listening to and reading communications from different sources" (Skolverket, 2011, P. 8).

Note-taking includes knowledge of how to grasp information. It is included in teaching, it will enable students to learn English well (Isaksson, 2019).

1.5.3 Teachers role in LC:

The role of the teacher is very crucial in listening lessons, where a teacher needs to be imaginative, and creative in enhancing his teaching method. So, listening teachers have to create interesting materials, and know how to stratify them, this will be reflected positively on the students, also the study atmosphere will be more enjoyable (Underwood, 1989).

It is well known that comprehension is invisible, for that it is necessary for the teacher to design techniques that would clarify students' responses (verbal or non-verbal) if they understand or not (Brown, 1994). In the same token, instructor equip his learners with listening strategies such as, catching the key words, predict the purpose of the speaker. Most importantly, taking into account the cultural background of each student, which can facilitate the listening process. Additionally, teacher have to use authentic language, and avoid artificial world (Brown, 1994). In order to assist students benefit from listening lessons, it is necessary for the teachers to design a set of activities. Therefore, it advantageous experience to use multiple exercises (Thi Hue, 2019).

To motivate learners it is essential to rely on pre- and post-listening techniques. The pre-listening technique is helpful to students to obtain a great success, and thus become confident so that they can listen effectively (Willis, 1981).

Vandergrift elucidates that pre-listening activities help students to decide about what they will listen for, thereafter, they pay more attention to comprehension (1999). In other word, this stage make listeners focus their mind on the topic with narrowing subjects, and utilize pertinent knowledge, plus familiar language (Underwood, 1989).

Regarding post-listening in listening classes, some scholars (Ur, 1984; Underwood, 1989; Weir, 1993, & Barney, 2004) have supported teacher to use this technique it is rational to say that listeners will comprehend meaning by receiving questions after listening. Their listening ability appear through their answers (Supornsirisin, 2007).

Asking students to estimate the effectiveness of strategies used, can support self-evaluation, and reflection because learners need to evaluate the outcomes of decisions

make within a blistering task. Teacher can create performance checklists instrument, which make learner ready for a listening task, and evaluate their achievement (Vandergrift, 1999).

Beyond that, teachers carry out many other roles in the LC. Harmer (1991) and Macháčková (2009) inform that there are eight essential roles for teachers : a teacher as an organizer ; preparing lessons to give instructions about the next steps, also uses positive feedback. The most common role in many educational context is a controller; teacher located what students should do in the listening stages, means that performs all the lesson. Evaluator is an important role, teacher must evaluate learners' performance. Besides, a teacher as a resource when he provides advices, and facilitates the ambiguity that can encounter students. Another role played by teacher is a tutor, who help learners to improve their skill, and predict missing information. An investigator observe, and assesses students' performance. He evaluates the benefits of listening activities. In addition to the role of promoter, teacher gives recommendations toward students' activities, and supports learners in every listening phase, in order to motivate them. The participant role, which improves the atmosphere in the class when teacher take part in pre, and post- listening activities, as sharing in discussions (Pourhousein Gilakjani& Sabouri, 2016).

1.5.4 Teachers attitudes to note-taking

Lectures usually contain technical terms, and complex or unfamiliar materials. So, teachers ought to helps students record information by convey lessons slowly. Teachers can balance the amount of new and familiar materials, also between simple withal complex one. On the contrary, when the lecture material accessible to students, review the familiar ground, then it is easy for the teachers to follow the pace. Further, enables students to proceed facilely. One of the best ways to improve students' notes is to create short pauses several times during the lecture from two to three minutes, to provide an opportunity for students to review and reformulate their notes. In the same context, Bonwell and Erosion (1991) suggest a " free recall " method. It consists in allocating three minutes at the end of lecture for students to write down everything they remember from it. Pauses increase learners' understanding additionally, enable them to retain materials. It also does not require effort from teachers. Therefore, it is relatively little time in the classroom.

Teachers motivate their students to rely on the technique of taking notes by providing advice and guidance. In a study have done by some professors who give students handouts about classroom content, often the latter is just the outline of the lecture, then students fill

in the blanks while listening. The result of this study indicates that almost all teachers agree that note-taking is an efficacious academic skill. So, they recommend it because it increases students' focus, after that prepare for the exams. This maybe due to the tendency of teachers to teach skills including taking notes (Crawfordet al., 2016).

Most of the students do not have the skill of taking note. However, they do possess cognitive abilities. Many researchers see that there is a great possibility for students to become proficient in taking notes through guidance, and direction from experts. Likewise, the practice and compare their notes with those of their colleagues. There is no doubt that teaching note-taking is an effective technique to advance students learning. Good academic performance has to do with good note-taking (LinLeeet al., 2013).

Some teachers offer lecture notes, which are a major factor in satisfactory test result (Armbuster, 2009; Kiewra, 1985). There are some instructors take over a modified approach, it is to instruct learners by giving them incomplete notes.(Austen et al., 2002 ; Boyle, 2012 ; Kutayamas, 2006 ; William, Weil & Porter, 2012) argue that it is also branches in two sides : hide notes and structural outline(Bellinger, DeCare, 2019).

Rubin (1975) is classified as the first researcher in the field of L2 acquisition as he demonstrates that learning strategies affect language learners. Many scholars have unanimous opinion on the necessity of an accurate description of strategy, and classification of its steps also the features of each strategy.

Lin (2006) points out that teachers attach great importance to the strategy of taking notes in the lecture. The reason is they see this strategy as the most important factor in achieving acceptable results in exams. Therefore, students strive to develop their note taking skill during lectures or listening classes. For several reasons, taking notes is useful to increase attention, interest as well as students retention of academic materials. Since these factors are crucial in educational institutions, especially universities.

1.6 The Correlation between listening and note taking

In his study, Hayati & Jalilifar (2009) demonstrates that there exist a close relationship between learners' LC and, note-taking. The research results indicates the direct relationship between LC and taking notes. While, Boran and Yi (2012) believe that note-taking comprises of four skills, via " Listening, cognitive processing, recording passage content in written form and reviewing note information". Taking notes makes listening

process intelligible, likewise, it merges the listener's interpretation of data to their cognitive structure. In relation to the foregoing, Lin (2006) classifies five cognitive processes that take place during note taking which are: listening, understanding, analyzing, choices, and composing. Listeners share their cognitive abilities when they take notes such as ; evaluation, interpretation, and summarisation that make students more active. Both Piolat and Bosch (2004) agree that the cognitive process is necessary in taking notes since it enables students to remember the content. Ferris and Tagg (1996) also clarify that students will encounter difficulties either in LC or recollection. Learners evolve their writing skills even their learning via the utilisation of note-taking. It becomes clear that students take notes according to what they hear. Hence, taking notes and listening are two complementary processes that take place simultaneously.

Dunkel and Piolarsi (1982) assert that the first step in reinforcing listening skill is related to receiving real information and, taking notes which in turn is linked to forming models, presentations additionally, augmentation of audio lectures (Cited in Dunkel, 1988).

Most researchers resort in series of successive studies on the relationship of listening to taking notes, to find out the overlap between these two skills by taking exams. So, the performance of the examiners who took notes with those who did not definitely will be different.

1.6.1 Note-taking in listening tests

Note taking plays a crucial role in the participants' performance in IELTS and TOFEL listening tests.

1.6.1.1 IELTS listening test

International English Language Testing System. It is a British exam in the English language that emerged in the eighties, and is divided into two Types ; academic and general. The exam measure operating strength in 4 parts, the reading, listening, writing, and speaking. The general type is related to speaking and listening skills. While the academic type was the reading and writing ability test. Cambridge university is responsible for this exam, the number of examiners for the IELTS continues to grow. In the year 1995 the number of examination centers reached 210 center all over the world. Currently, many students being tested in more than 140 countries annually. IELTS is one of the most

popular exams available at 1100 testing centers approved by English-speaking universities (Ebrahimitouri, Pourghasem, Gerami, 2019).

The duration of the listening exam is half an hour consisting of 40 questions. Multiple forms of listening tests questions, including multiple choice. There is a type of question that contains 3 ways to fill in the blanks in the sentence, where the examiners choose correct answers to assess the hearing skill or even to understand the content of the conversations. Moreover, matching where the digitised elements are listened to, then matched on a set of options on the question paper, which is to adopt the layout, map, marking the chart, and the summary. For example, describing the speed, and linking it to the visualisation (Ebrahimitouri et al., 2019).

1.6.1.2 TOFEL listening test

Spolsky (1995) says that Test of English as Foreign Language is classified as one of the most professional exams, and its use is widespread throughout the world. It was administrated for the first time in 1962. This test is concerned with studying measures of mastery of the English language in fields that reflect the nature of the university in North America. The listening test measures the participants understanding of vocabulary and, facts in detail. As well as, the main ideas also, the communicative vocabulary function. The TOFEL test is divided into two types : the TOFEL online test (IBT), the paper based TOFEL test (PBT).

The main purpose of the TOFEL exam is to measure abilities to comprehend English. The listening section consists of several parts, including short clips or the so-called 'minitalks', after some questions are asked. In this case, it is not allowed to take notes due to the shortness of audio clips it is easy for students to understand. However, some observers prefer to allow learners to take notes so that the test is at the level of typical academic listening. Indeed, the results of using notes on performance have been evaluated in the 'minitalks' of the TOFEL test (Hale & Courtney, 1994).

It is true that the TOFEL is a way to measure proficiency in the English language, but for non-native speakers or those who use it as a second language (Tseng et al., 2016).

The opportunity for the examinees to demonstrate their ability to understand coherent and, appropriate messages through the TOFEL focus on using language in context and not

on unsecured skills such as phonemic recognition withal, sentence pronunciation (Bejar et al., 2000).

1.6.1.3 The role of note-taking in IELTS and TOFEL tests

Dunkel, Carrell, and Mallum state that the reliance on taking notes reflects positively on students. Those who believe that taking notes will have a preference in using it inside the department over the exam. It is a way to increase the understanding of lessons, this strategy is considered as a measure of listening ability. Students are often allowed to take notes and, answer questions in academic listening exercises such as TOFEL and IELTS. On that account, some researchers have been interested in understanding the relationship between taking notes and, performing the listening test, as Carell 2007 ; Dunkel and Mollaum 2004 ; Hale and Courtney 1994. Among these studies is the study by Carrell, Dunkel and Mallum (2002) when they allowed the notes to be taken in the middle of the lecture. The results indicate that note takers have good results so, taking notes is an important element that aids comprehension during listening. Otherwise, it may diminish its usefulness in long texts. On the other hand, Carrell's study (2007) that focuses on note-taking strategies and performance on the understanding of multiple-choice listening, speaking and listening as well as integrated writing. Beyond, assessing the extent to which the recording is affected by the brief educational intervention. The result indecates that there is no effect on the use of note-taking or even on the performance of the tasks of participants. Knowing effectiveness of taking notes is not only about realise its effects on average performance, that is when taking notes is available first. But it is in addition to examining the performance of the attached examinations by taking notes or not. However, the most crucial point in this topic is to check students' ability to take notes while listening to short clips. It is also of attention to set if students who report being most used to taking notes are predominantly probably to exhibit positive impacts of note taking performance.

1.6.2 Function and benefits of note-taking

Boyle (2011) says that taking notes is the most popular way to submit lecture content as it serves as a tool for cognitive processing. This is what keeps students ready to remember when they want to write. So, Boyle identifies one of the most salient advantages of taking note which help students to participate in the lecture while listening to the teacher to gain knowledge that they impart in their own way. In special research, it was found that taking notes leads to improve learning and increased understanding. He also says that cognitive

processing takes place when students listen to an activity and, write down important information, which facilitate their understanding of the information, but despite the many benefits of taking notes, the skills needed to take advantages of note-taking in classes with difficult content are almost non-existent for some students.

In the other hand, there are who argue that one of the best advantages of taking notes is that learner's cannot relisted to a presentation it allows them to retain information then record it for use when necessary. Subsequently, it makes sense for students to learn taking notes in school, and even at work (Zeinab, Sheila, 2016). Most of the time studies on the benefits of taking notes while listening see that learner's who do not take notes decrease their attention for period of up to 15 minutes. But, the level of the interest and motivation increase due to taking notes, thus increasing the chances of comprehension definition, it is important for every learner to acquire this skill (Gur et al., 2013). On the other hand, in Carrell and Dunkel's study (2002) allowing the participants to take notes during the lessons reflected positively on their psyche, so that retrieving the information was easy for them. Foster Lee, Kent, and Horowitz (2005) have another vision apart from the field of teaching and learning, research shows that taking notes has a benefit even in other areas. As a study that shows that mock juries who take notes during the moot court are more likely to remember case information.

1.6.3 Factors Influencing Students' Ability to Take Notes

Language proficiency is a key factor in taking notes in the L2. Students face many challenges due to the lack of language skills, which is a hindrance to them in transcribing information in short time. Those difficulties were reflected in low performance of note takers in the L2 (Laure Barbier, et al., 2006). Lack of skill and, difficulty of the task is reflected in the students' notes. Simply, taking notes includes listening to unfamiliar information and, recording it in record time to keep up with the lecture. The actuality of taking notes has to do with the students' skill in distinguishing the level of the lecture. As a special case, students with disabilities have difficulty in taking notes. To overcome this barrier, these students use various support techniques such as; translation into sign language or recording tapes (Dezure et al., 2011).

Boch and Piollat (2005) show two main functions behind recording information, data recording and, development of thinking. It is simple memory planner like shopping list, diary etc.

One of the main goals of taking notes is to create a stable memory, that can be used at another time. This technique helps the university students collect information from various sources such as lectures or books, as they will use everything they wrote to complete the academic program in easy way. The note taking strategy is used on a daily basis. Additionally, in many fields and professions. It is an effective tool for information processing, as it is a factor that simplifies the thinking process, as well appropriate decision-making. From Cary and Carlson's point of view (1999) the written notes reduce the memory process as it encode the information to help finding a solution, it is as a rough draft. According to the North Shore Community College, note- takers make many mistakes, including writing randomly under the pretext of copying later. This is a wrong method because the notes may not be copied, or even if they are copied it will take too long to be recorded in an orderly manner from the first step. In addition to the above, several obstacles may appear that prevent taking notes, for example, out of ink or paper. In this case the student must act quickly in order not to forget the information. Also, difficulty seeing or hearing and, the impossibility of changing the place leads to losing part of the lecture. Besides, disturbance and anxiety (2013).

Prince (2004) attributes the decline in students' performance to their lack of mastery of note taking technique. The improvement of students' learning, beyond to the research that refers to taking and reviewing notes effectively affects the learning process.

1.7 Conclusion

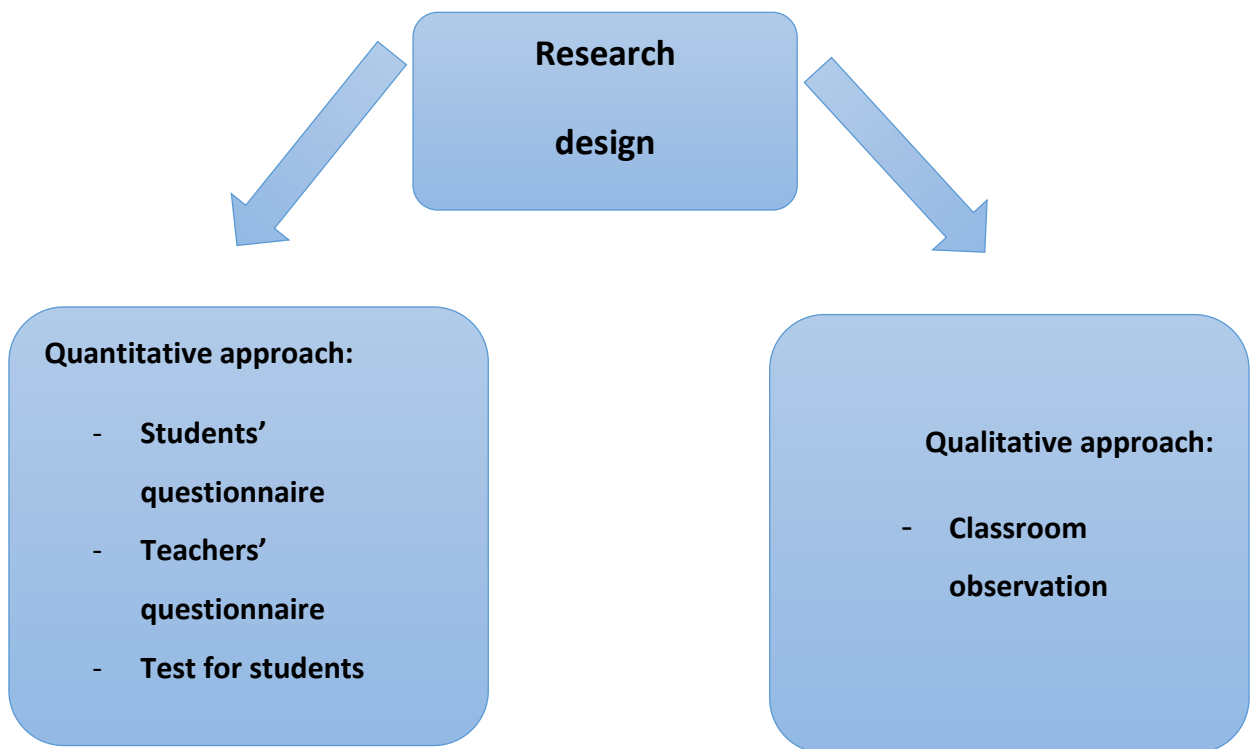
From the above, the researcher concludes that taking notes is an important process while listening to the lecture. Taking notes is more useful because of the role of teachers. In the next chapter, the researcher will collect data from the research methods to solve the research problems.

Chapter Two: Research Methodology and Design**2.1. Introduction**

This chapter deals with the methodological procedures of this study namely the description of the sampling issue, questionnaires, listening tests, and classroom observation in details. As well as the significance behind using each method.

2.2 Research design

In order to answer the research questions, it is necessary to use a mixed- methods. Hence, the collected results will help to confirm or disconfirm the hypotheses stated in the general introduction .

Figure 2.1*Research approaches*

2.2.1. Quantitative and Qualitative Research Approaches

The use of quantitative and qualitative approaches in this study has a positive impacts on the research process.

2.2.1.1 Quantitative Research Approach

In order to collect data the researcher uses the quantitative method, which provides many advantages, that are summarized in the following points:

- _The researcher get many answers from teachers and students in a standard circumstance.
- _The quantitative approach helps the researcher to extract results based on large sample, such as 52 students representing the study population.
- _The researcher benefits from the data that will be classified into numbers.
- _The quantitative approach allows for more objectivity and accuracy of results in general.

2.2.1.2 Qualitative research approach

In this study the researcher gather qualitative data by observation and some open ended questions. The use of this method is in the interest of the research:

_Relying on the quantitative method in this dissertation adds many advantages to the research process

_The researcher is able to collect facts from the respondents, such as the reaction of the students when the teacher asks them to take notes.

_The researcher takes a prior idea of the research' s results when observing the students performance of students after taking notes.

_The flexibility provided by the qualitative approach makes the students act more comfortably during the lecture.

_It promotes a full comprehending of the students' behaviour traits in their natural setting.

2.2.1.3 Mixed-methods design

Adopting the quantitative and qualitative approach together helps the researcher to obtain more data as well as provides the following advantages:

_The mixed approach helps to generalize the results as in quantitative research.

_It helps to understand the phenomena and subject of the study, more precisely via qualitative research.

_The researcher benefits from integrating methods when the answers of teachers and students need clarification.

_The researcher clarifies the ambiguous matters by adopting both approaches as well for the purpose of diversifying the different points of view and thus expanding the results.

2.3 The Sampling and the participants

The sample is convenient because it includes students and teachers who are easy to reach. Also, participants are readily approachable to be part of the sample. In this investigation, the participants were 52 from two groups belong to the first year students of English department at Dr. Moulay Tahar Saida university. The total number of students including both female and male (See Table 2.1) ranging in age from 18 to 39 years old. In addition to

10 teachers of English from the university of Dr Moulay Tahar with experience in the field of teaching.

Table 2.1

The participant' gender.

| The sampling | Female | Male | Total |
|--------------|--------|------|-------|
| Students | 23 | 29 | 52 |
| Teachers | 6 | 4 | 10 |

The table above shows the number of males and females of the respondents, whether students or teachers. For example, the number of female students is 23, while the number of males is 29.

Age:

Table 2.2

Students' age ranges

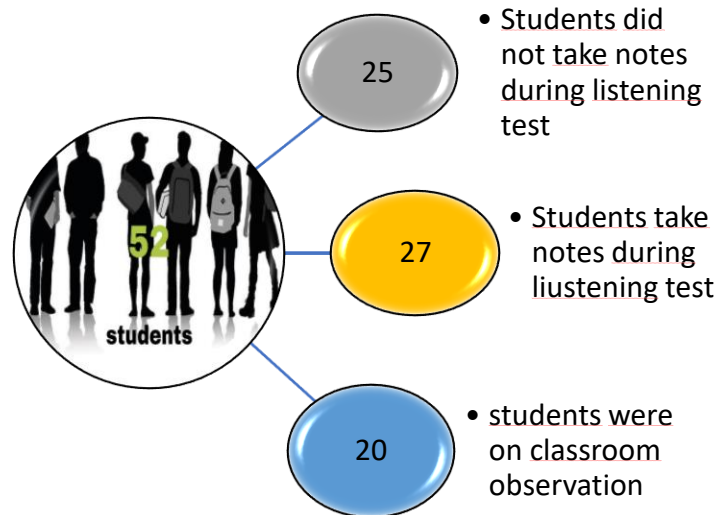
| Age ranges | Number | % |
|------------|--------|--------|
| 1. 18-19 | 34 | 65.38% |
| 2. 20-21 | 13 | 25% |
| 3. 24-39 | 5 | 9.62% |
| Total | 52 | 100% |

This table gives a clear picture of the students' age . They are divided into 3 groups according *The participants' gender.*

to their age. The first group consists of 34 students whose age ranges from 18 to 19 year (65.38%). The second group contains 13 student from 20 to 21 year old (25%). The third consists of 5 student aged between 24 and 39 year (9.62%).

Figure 2.2

Students distribution on research instruments

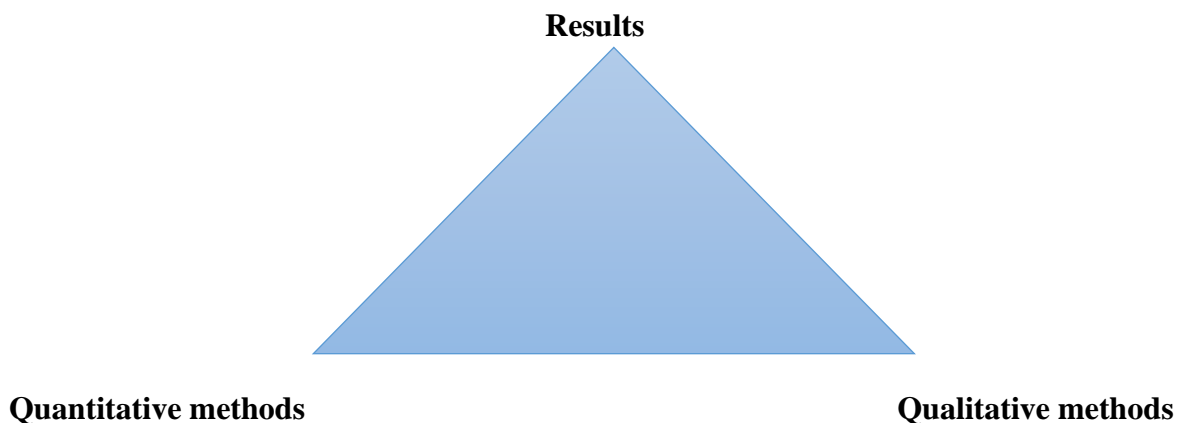


2.4 Data Collection tools

This dissertation tends to explore the effectiveness of note taking in improving LC. To reach this purpose; three data collection instruments were employed which deemed useful for this study. Two questionnaires, test and classroom observation. The methodological triangulation of research tools was conducted to gather data (Figure 2.3). Denzin (1970) as cited in Flick (2018, p. 12) who describes triangulation generally as " The combination of methodologies in the study of the same phenomena ". On top of that, triangulation of methods was known as agreed triangulation design. It directs the research to an understandable and purposeful way. Also, it provides other worthy tools for the researcher Bryman, 2006, Creswell, et al., 2013).

Figure 2.3

Triangulation in research



2.4.1 Questionnaires

The researcher collects answers from teachers and students that serves the purpose of the study. Adoption of the questionnaire is an opportunity for the researcher to benefits from several points, the most important of which are:

- _ Gathering information about the teachers and students' perspectives toward listening and note taking at a low cost and in a short time.
- _ Take advantage of the objectivity and accuracy of the answers because the questionnaire gives complete freedom, as it does not require the sample members to mention their names.
- _ The researcher obtains a large amount of information.
- _ The questionnaire is not bound by spatial determinants, as the researcher sends some questionnaires to teachers via e-mail.

2.4.1.1 Students' Questionnaire

The questionnaire for this study is composed of three parts. At the beginning the researcher gathers background information about the participants : their age, and gender. These information is needed so that the researcher can identify the participants differences to evaluate the answers during the analyses. The first part was comprised of six questions about LC, followed by the second one which contained also six questions about note-taking. The last part focused on the relationship between LC and note-taking (Appendix A).

The LC part focuses on the student's listening level, and the difficulties he faces, how to overcome them. Then, the teacher's role in improving this skill. The third part sheds light on taking notes in terms of the extent of their use in the classroom, as well as identifying their role in remembering numbers, names, storing and retrieving information, in addition to barriers that prevent taking notes, also a question about teacher in remembering his students to use this strategy (Appendix A). The last part combines the listening skill and the note-taking strategy, where the questions are linked them to investigate the relationship between them. The most important question is about the role of taking notes in strengthening listening skill. Table 2.3 sums up the questionnaire parts in details.

Table 2.3

Design of students' questionnaire

| Part number | Section's title | Question number | Question nature |
|-------------|--|-----------------|---|
| | Background Information | 2 | 2 Demographic Qs |
| 1 | LC | 6 | 3 MCQ 1 Likert-scale 2 Yes/No Qs |
| 2 | Note-taking | 6 | 2 Likert-scale Qs 1 MCQ with sub-open-ended Qs 3 Yes/No Qs |
| 3 | The relationship between note-taking and listening | 3 | 1 Yes/ No Qs 1 Likert-scale Qs 1 Yes/ No with sub-open-ended Qs |

2.4.1.2 Teachers' Questionnaire

This survey aims at gathering data about teachers perspectives towards the role of note-taking in enhancing students LC. The teacher's questionnaire is composed of threeparts.

Firstly, the researcher seeks to describe the research sample through background information; this section is attempted at obtaining general information about the respondents, namely, their gender (Q1).

Part one : listening comprehension; this part is composed of four questions. The two first questions are about listening skill in classroom while (Q3) addressing the teacher's view concerning listening skill in the Algerian academic program. The fourth question is around problems that may hinder the students' LC.

Part two: note-taking; it consists of four questions, the first one (Q1) deals with note-taking during lesson's explanation. The second question explores students' rate attention to what they are listening through taking notes. As for, the third question seeks to know the teachers' view about the role of signals, pausing, and reputation in taking effective notes. The last question of this section (Q4) was about verifying that students used to take notes during the lesson's explanation.

The last part focuses on the correlation between listening and note-taking; the first question examines for the teacher's opinion on the role of note-taking in fostering LC. Then, the researcher asks the teachers to provide suggestions and strategies for developing listening skill, as they have an effective role in developing all skills, either receptive or productive skills. The last question (Q3) is open-ended, in which teachers are given some space to add further suggestions. (Table 2.4) sums up the questionnaire parts in details.

Table 2.4

Design of teachers' questionnaire

| Part number | Section's title | Question number | Question nature |
|-------------|--|-----------------|---|
| | Background Information | 1 | 1 Demographic Q |
| 1 | LC | 4 | 3 Yes/No Qs 1 likert-scale |
| 2 | Note-taking | 4 | 1 open-ended Qs 2 Yes/No Qs 1 likert-scale Qs |
| 3 | The relationship between note-taking and listening | 3 | 1 Yes/ No Qs 2 open-ended Qs |

2.4.2 Test of LC and Note-taking

In order to conduct the present study, the researcher tests two groups of students during two sessions. This is to ensure the effectiveness of note-taking in enhancing the listening skill. The first group listens to the audio and takes notes while listening, then answer the questions which are written on the paper (Appendix C). The students listen to the audio twice, the duration of which is two minutes. Whereas, The second group listens to the same recording and answers the same questions, without the use of taking notes. Figure 2.2 clarifies the distribution of students on research tools. Here is the audio script:

Hello I am Lucy and this is my first letter, I like my school very much I

Have five different classes every day, English is my favourite class, I do not like history and art but my best friends Kate and Logan like history and art they do not like English, I study English every day after school I have a lot of friends I sometimes study with my friends we do not have

any lessons on Saturday and Sunday at the weekend I usually stay at home sometimes I go to the cinema with my friend Emma we go to a restaurant after the movies (Peynirci, 2020).

2.4.5 Classroom Observation

Classroom observation (CO) seems to be one of the most practical tool for gathering data. Appropriately, it is deemed as one of the three salient methods in collecting data for experimental inquiry. Rationally, its use is needful to support the study. (CO) helps the researcher to obtain the information which may not getting through another data collection. (CO) supplies some direct notes about the intended topic (Dörnyei, 2007).

The researcher attends oral expression lesson, over a period of one hour. The lesson is titled ; Listening Skill : " Guessing the speakers' Feelings". Consists of practices which needed to listen carefully and take-notes to answer appropriately (Appendix E). One group from the whole sample is chosen randomly to be under. The observation mainly carries out with the help of observation form as a guide that is prepared beforehand (Appendix D).

2.5 Data Collection Procedures

The research goes through a set of procedures summarized in the following steps :

- _ Selection of instruments that serve the research requirements. For this, the mixed-methods is more suitable for solving research questions.
- _ 52 questionnaire paper are distributed to two groups, all of them answered the questions.
- _ The design of the study is a quasi-experimental one, consisting of two tests (See Test of LC and note-taking p. 26) which is similar to the true experiments.
- _ The classroom observation is for one group within the sample. All points serving the research are recorded.
- _ The study is carried out five days and four hours for each day because of the time constraint and the availability of the participants.
- _ The data are treated qualitatively and quantitatively.

2.6 Conclusion

This chapter addresses the methodological aspect of the present study as; research approaches, research instruments, sample. At the end, the researcher collects useful data from the participants. The data gathered in this chapter will be analysed and interpreted in the following chapter.

Chapter Three: Data Analysis and Interpretation

3.1 Introduction

The third chapter will analyze the data quantitatively and qualitatively, then will discuss the results obtained from the research instruments namely, students' questionnaire, the teachers' questionnaire, the listening tests, and the classroom observation.

3.2 Analysis and Interpretation of Students' Questionnaire

3.2.1 Questionnaire analysis

Part one: listening comprehension (see page 24)

This part contains questions about LC in terms of students' ability to listen, problems they face during listening etc.

3.2.1.1 How do you evaluate your listening comprehension?

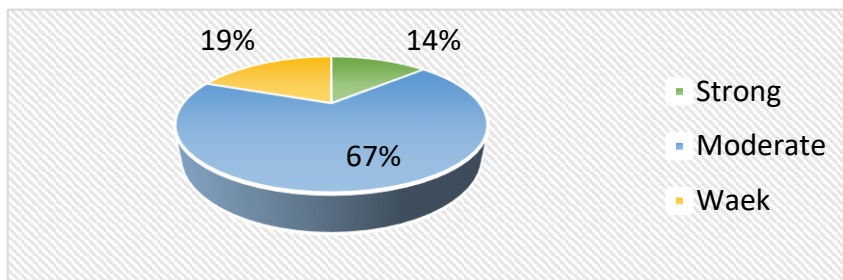
Table 3.1

Students' stances as to their listening abilities

| Options | Number | % |
|-------------|--------|--------|
| 1. Strong | 7 | 13.46% |
| 2. Moderate | 35 | 67.31% |
| 3. Weak | 10 | 19.23% |
| Total | 52 | 100% |

Figure 3.1

Students' stances as to their listening abilities



The table above shows that the of learners consider their listening ‘Moderate’ (67.30%), while 19.23% of students think they are weak in LC, and a few of them (13.46%) believe they have ‘Strong’ listening ability.

3.2.1.2 What do you do if you cannot understand words or phrases while listening?

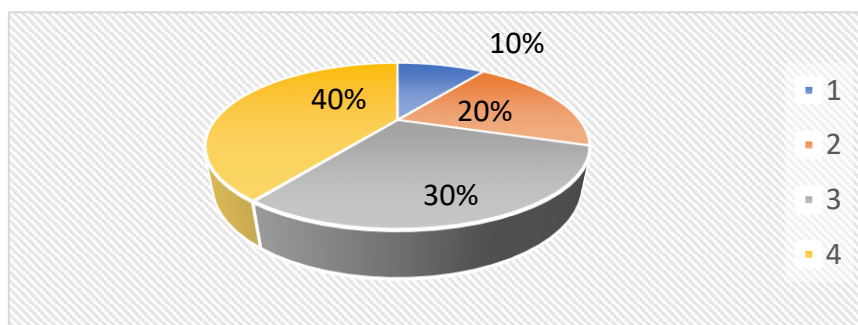
Table 3.2

The students' reaction about difficult listening tasks

| Options | Number | % |
|--|--------|--------|
| 1. Ask for clarification | 12 | 23.08% |
| 2. Ignore it and keep on listening | 8 | 15.38% |
| 3. Try to guess its meaning | 24 | 46.16% |
| 4. Feel anxious and cannot listen any more | 8 | 15.38% |
| Total | 52 | 100% |

Figure 3.2

The students' reaction about difficult listening tasks



According to figure 3.2 when oral input is not understood 46.15% of the students guess the meaning, and 23.07% of them ask for clarification. But, the students who ignore the ambiguity and keep on listening, also those who feel anxious, and who cannot complete the task are equal (15,38%).

3.2.1.3 In your view, what are the obstacles of listening comprehension?

Table 3.3

Obstacles of listening comprehension

| Options | Number | % |
|-----------------------------------|--------|--------|
| 1. Unfamiliar topics | 19 | 36.54% |
| 2. Lack of background information | 17 | 32.69% |
| 3. Speed of speech | 16 | 30.77% |
| Total | 52 | 100% |

Figure 3.3

Obstacles of listening comprehension

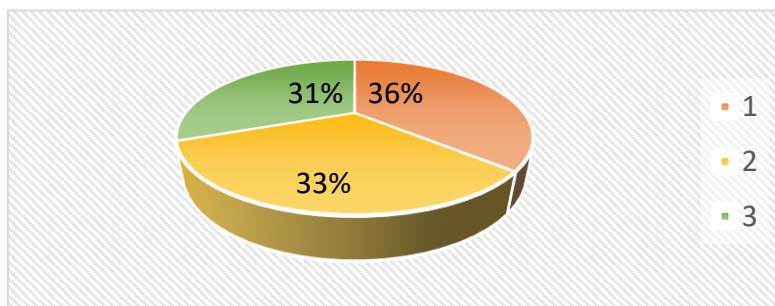


Table 3.3 shows the convergence of proportions, where 36,54% of students attribute the difficulty of listening to unfamiliar topic. While, 32.69% of them attribute to the lack of background information and 30.76% to the speed of speech.

3.2.1.4 How do you manage listening problems?

Table 3.4*Managing listening problems*

| Options | Number | % |
|--|--------|--------|
| 1. Ask for clarification from teacher | 9 | 17.31% |
| 2. Focus on key words | 36 | 69.23% |
| 3. Train yourself to listen in your spare time | 7 | 13.46% |
| Total | 52 | 100% |

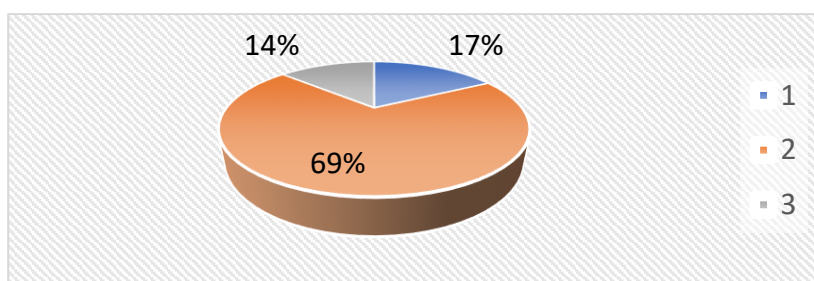
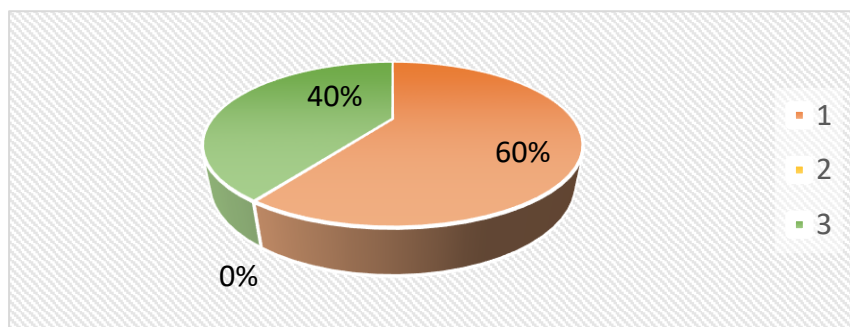
Figure 3.4*Managing listening problems*

Table 3.4 Appears 69.23% of students manage their listening problems by focusing on key words, while student (17.30%)ask for clarification from the teacher, and the remaining(13.46%) instruct themselves to listen in their spare time.

3.2.1.5 After you listen to your English teacher, do you remember the main idea?**Table 3.5***Remembering after the listening process*

| Options | Number | % |
|--------------|--------|--------|
| 1. Yes | 31 | 59.62% |
| 2. No | 0 | 0% |
| 3. Sometimes | 21 | 40.38% |
| Total | 52 | 100% |

Figure 3.5*Remembering after the listening process*



The results on table and figure 3.5 reveal that 59.61% of students remember the main idea after they listen to their teacher, and 40.38% of them say ‘Sometimes’. However, no one does not remember the main idea.

3.2.1.6 Does your professor teach you techniques for developing listening comprehension?

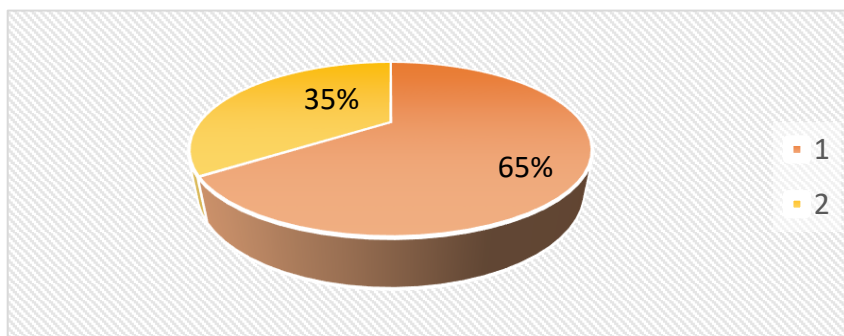
Table 3.6

Teaching techniques for developing listening comprehension

| Options | Number | % |
|---------|--------|--------|
| 1. Yes | 34 | 56.38% |
| 2. No | 18 | 34.62% |
| Total | 52 | 100% |

Figure 3.6

Teaching techniques for developing listening comprehension



According to the table above 56.38% of participants select ‘Yes’ as an answer to the sixth question from part one and 34.61% they choose ‘No’.

Part two: Note-taking.(see page 24)**3.2.1.7 How often do you take note in class?****Table 3.7***Taking notes in classroom*

| Options | Number | % |
|--------------|--------|--------|
| 1. Always | 11 | 21.15% |
| 2. Sometimes | 37 | 71.16% |
| 3. Never | 4 | 7.69% |
| Total | 52 | 100% |

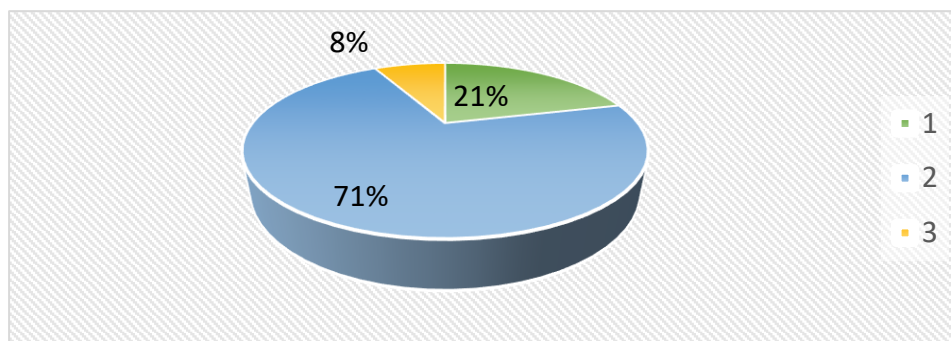
Figure 3.7*Taking notes in classroom*

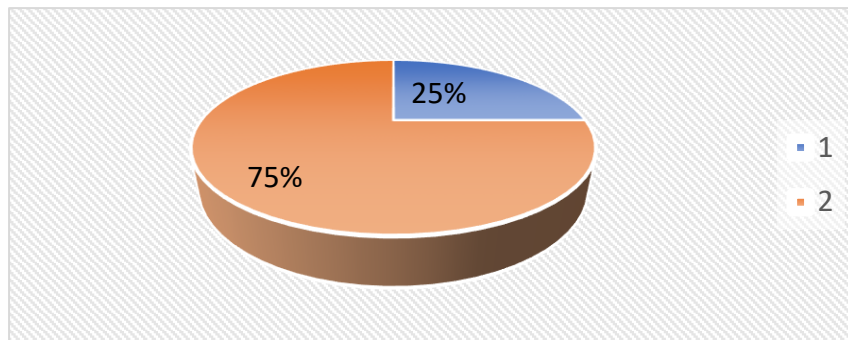
Table 3.7 Shows that 71.15% of participants answer 'Sometimes', 21.15% they select 'Always' while 7.69% of them say 'Never'.

3.2.1.8 would you say that you are good note taker?**Table 3.8***Level of note takers*

| Options | Number | % |
|---------|--------|------|
| 1. Yes | 13 | 25% |
| 2. No | 39 | 75% |
| Total | 52 | 100% |

Figure 3.8

Level of note takers



Through table 3.8 the majority of students (75%) see that they are not good note takers, and 25% of them select 'Yes'.

3.2.1.9 Did taking notes help you to capture important facts, and names?

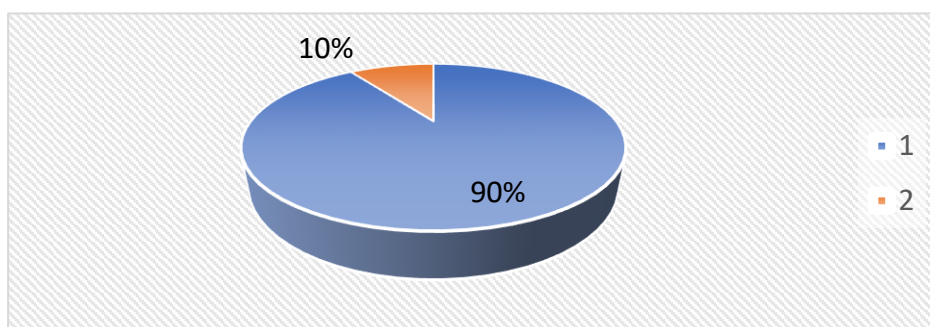
Table 3.9

Taking notes help students to capture important facts

| Options | Number | % |
|---------|--------|--------|
| 1. Yes | 47 | 90.38% |
| 2. No | 5 | 9.62% |
| Total | 52 | 100% |

Figure 3.9

Taking notes help students to capture important facts



A quick look on the figure 3.9 shows that the majority of participants say 'Yes' taking notes help in capturing important facts and names, just 9.61% of students say 'No'.

3.2.1.10 Does note-taking strategy enable you to retrieve the information you listen to during the lecture?

Table 3.10

Note-taking help in retrieving information

| Options | Number | % |
|---------|--------|--------|
| 1. Yes | 49 | 94.23% |
| 2. No | 3 | 5.77% |
| Total | 52 | 100% |

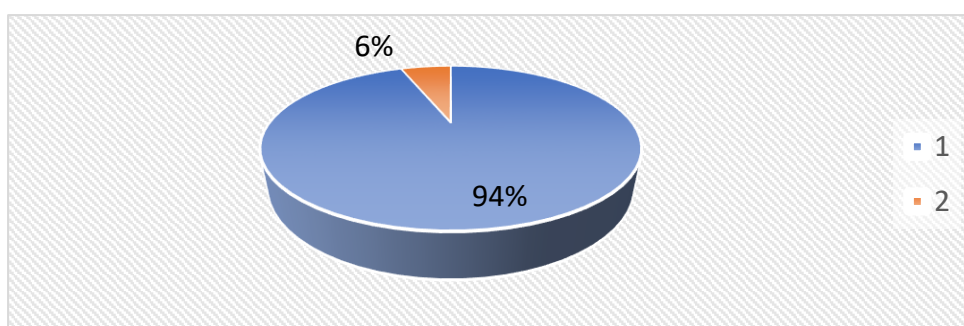
Figure 3.10*Note-taking help in retrieving information*

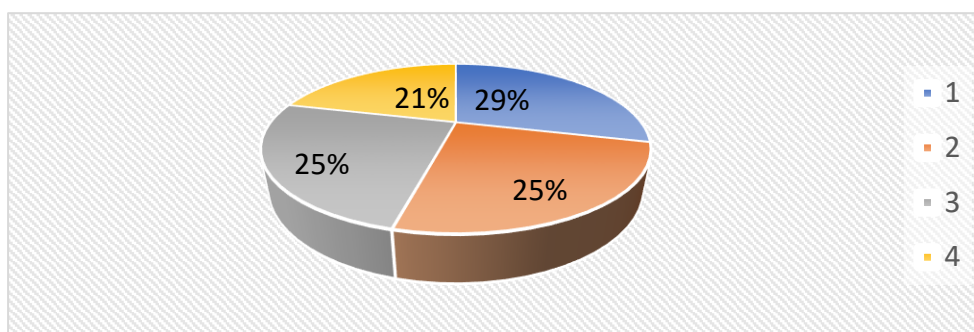
Table 3.10 Demonstrates that 94.23% of students choose 'Yes', it means that they find note-taking a useful strategy in retrieving information. Only 5.77% say 'No'.

3.2.1.11 What are the factors that prevent you from taking notes?**Table 3.11***Factors prevent students from taking notes*

| Options | Number | % |
|---------------------------------|--------|--------|
| 1. Lack of language proficiency | 15 | 28.85% |
| 2. Lectures' length | 13 | 25% |
| 3. Noise | 13 | 25% |
| 4. Anxiety | 11 | 21.15% |
| Total | 52 | 100% |

Figure 3.11

Factors prevent students taking notes



The table 3.11 reflects that 28.85% of students choose lack of language proficiency. 25% select lectures' length as for noise, and 21.15% say anxiety.

3.2.1.12 Does your teacher remind you to use note-taking?

Table 3.12

Teachers remind students to use note-taking

| Options | Number | % |
|--------------|--------|--------|
| 1. Always | 37 | 71.15% |
| 2. Sometimes | 12 | 23.08% |
| 3. Never | 3 | 5.77% |
| Total | 52 | 100% |

Figure 3.12

Teachers remind students to use note-taking

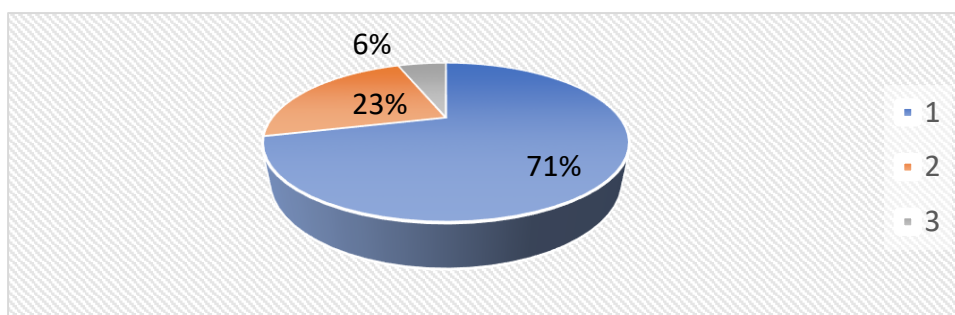


Table and figure 3.12 revealed that 71.15% of students say that teachers 'Always' remind them to use note-taking. While 23.08% said 'Sometimes', and few of them chose 'Never' 5.77%.

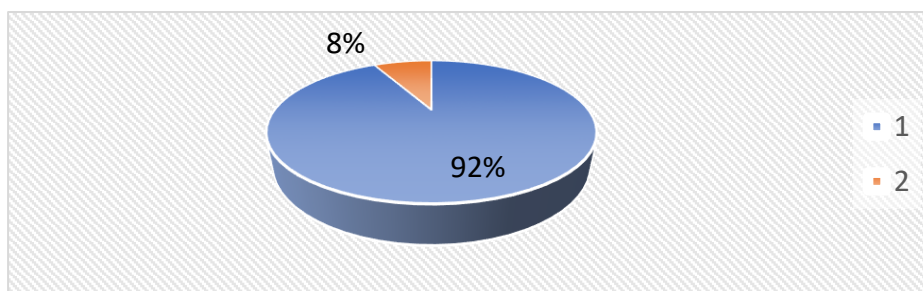
Part three: The relationship between listening and note-taking.

This part encompasses questions about the use of note taking in classrooms

3.2.1.13 Do you believe it is important for you to take note while listening?

Table 3.13*Importance of taking notes while listening*

| Options | Number | % |
|---------|--------|--------|
| 1. Yes | 48 | 92.31% |
| 2. No | 4 | 7.69% |
| Total | 52 | 100% |

Figure 3.13*Importance of taking notes while listening*

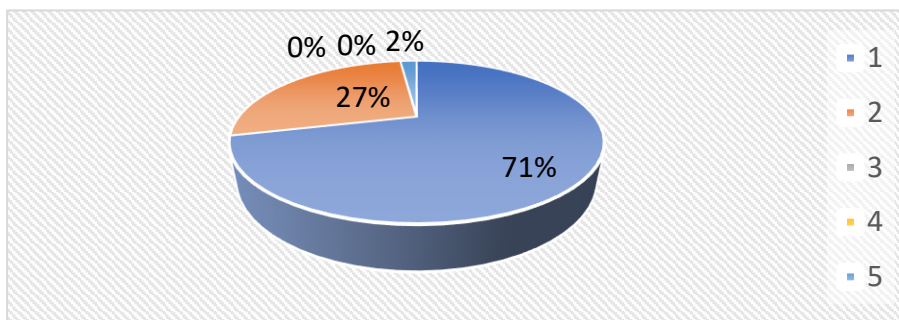
The results records in table 3.13 shows that the overwhelming majority of students 92.31% say that taking notes is important during listening, while a small number of them estimate at 7.69% answer 'No'.

3.2.1.14 Do you agree that taking notes help the listener to focus on the lecture content?.

Table 3.14*Helpfulness of note-taking in listening carefully*

| Options | Number | % |
|----------------------|--------|--------|
| 1. Strongly agree | 37 | 71.15% |
| 2. Agree | 14 | 26.93% |
| 3. Neutral | 0 | 0% |
| 4. Disagree | 0 | 0% |
| 5. Strongly disagree | 1 | 1.92% |
| Total | 52 | 100% |

Figure 3.14*Helpfulness of note-taking in listening carefully*



The above table and figure illustrate that 71.15% of students are strongly agree that taking notes helps them to listen carefully, about 26.93% of participants are agree, and just 1.92% of them are strongly disagree. While no one choose neutral or disagree.

3.2.1.15 Do you think taking notes develop your listening skills?

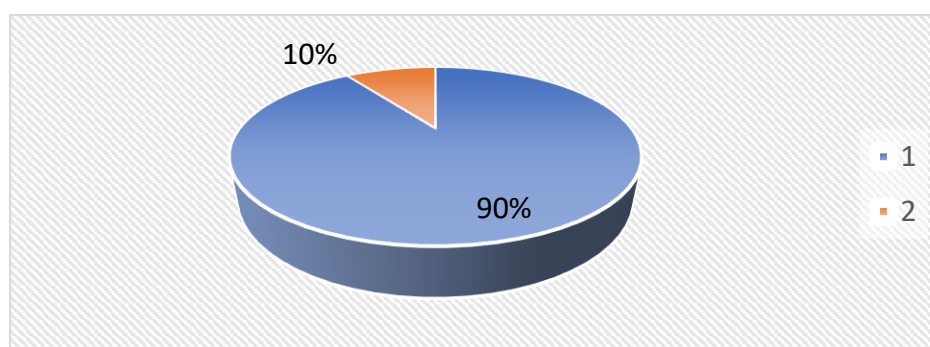
Table 3.15

Note-taking develop listening skills

| Options | Number | % |
|---------|--------|--------|
| 1. Yes | 47 | 90.38% |
| 2. No | 5 | 9.62% |
| Total | 52 | 100% |

Figure 3.15

Note-taking develop listening skills



The third question from the fourth part is open-ended, so the researcher categorise the answers into two categories. The first category, they are the ones whose answers tend to take notes develop listening skills by 90.38%. The second category are those who deny this 9.62%.

3.2.2 Interpretation of Students' Obtained Data

According to the data analysed by the researcher, it is found that when inquiring about the level of their LC, only 13.46% answer 'Strong' and 19.23% believe that their LC is 'Weak'.

Accordingly, more than half of them rate their listening 'Moderate'. When learners encounter difficulty understanding words or phrases while listening 46.16% choose to guess the meaning as quick solution, whilst in two equal proportions, it is estimated at 15.38% for each one.

Some students resort to ignoring what they did not hear and others feel anxious and cannot continue listening which justifies dispersion of their attention. On the other hand, 69.23% of the participants choose to focus on key words, while 17.32% of them prefer to request clarification from the teacher. It turns out that there are lot of quick solutions to managing students' listening but they are not enough, for that reason the next question is to see whether the teacher offers lessons to develop listening skill. So, more than half of the participants answer Yes (56.38%). In addition to that, 40.38% of them 'Sometimes' do not remember what they hear from the teacher this is another aspect of the listening problems.

The researcher sheds light on the note-taking strategy as solutions to reduce the difficulty of listening and thus strengthen it. The inquiry is about extent of using this strategy in classroom. It is found that 7.69% do not use it at all, and 21.15% 'Always' use it, while the rest 'Sometimes'.

Among the interesting findings 90.38% of students acknowledge that taking notes helps them capture important facts. Moreover 94.23% of students say that taking notes enables them to retrieve information. Despite the good effect of taking notes, there are factors limiting its use such as, lack of language proficiency (28.85%), length of lectures (25%), noise (25%), and anxiety (21.15%). But 71.15% of the respondent say that the teacher 'Always' reminds them to use note-taking, which confirms its necessity.

The vast majority of respondents (92.31%) believe that the importance of taking notes while listening as 71.15% of students 'Strongly agree' that it helps to listen carefully to the lecture's content. The last question include the purpose of the dissertation on the one hand that taking notes foster LC 90.38% of respondents answer 'Yes'. The significance behind their answers appears in the sub-open ended question, students see it as practical and

effective strategy that takes place during the lesson so that some of them review their exams only from the written notes. Appendix F encompasses some answers.

3.3 Analysis and Interpretation of Teachers' Questionnaire

3.3.1 Questionnaire Analysis

Section 1: Listening Comprehension (see page 25)

3.3.1.1 Do you depend on your students' listening ability while delivering a lecture?

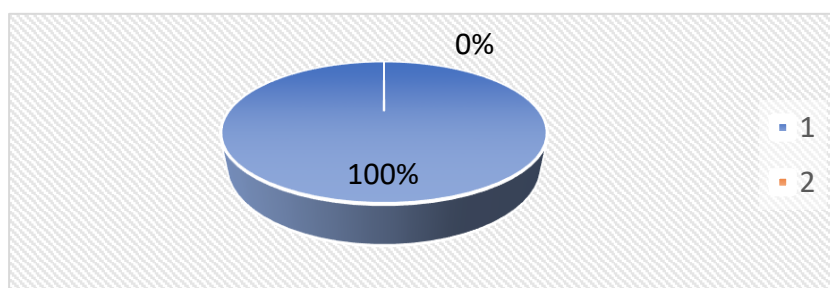
Table 3.16

Dependence on the students' listening ability

| Options | Number | % |
|---------|--------|------|
| 1. Yes | 10 | 100% |
| 2. No | 0 | 0% |
| Total | 10 | 100% |

Figure 3.16

Dependence on the students' listening ability



Based on the results obtained from the table and figure 3.16 all teachers (100%) depend on the students' ability to listen during the lecture delivery.

3.3.1.2 Do you allow your students to ask for clarification in listening tasks?

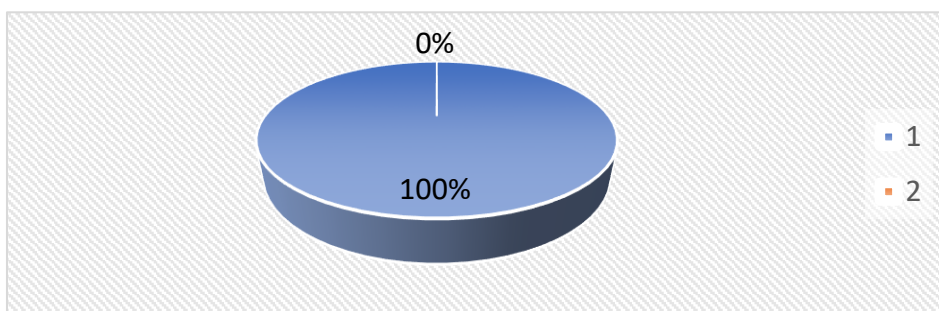
Table 3.17

Clarification in listening tasks

| Options | Number | % |
|---------|--------|------|
| 1. Yes | 10 | 100% |
| 2. No | 0 | 0% |
| Total | 10 | 100% |

Figure 3.17

Clarification in listening tasks



Based on the information display in table 3.17 it is clear that all the interviewed professors permit learners to ask clarification during the listening exercises

3.3.1.3 Do you think that Algerian academic program neglects listening skill especially for EFL learners?

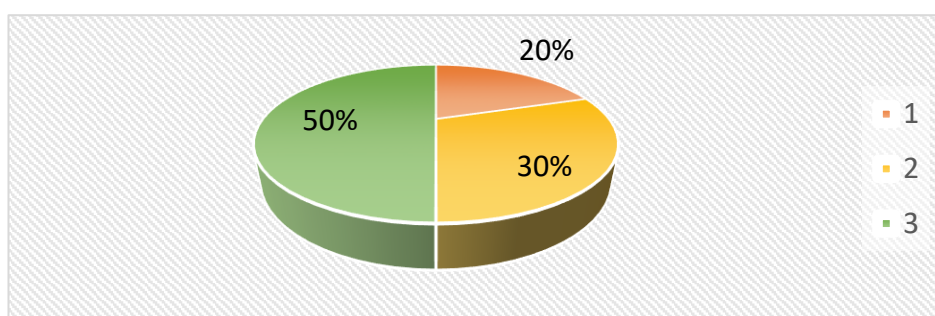
Table 3.18

Listening skill in Algerian academic program

| Options | Number | % |
|------------|--------|------|
| 1. Yes | 3 | 30% |
| 2. No | 2 | 20% |
| 3. Somehow | 5 | 50% |
| Total | 10 | 100% |

Figure 3.18

Listening skills in Algerian academic program



As stated in the table 3.18 it is clear that 30% of the participants believe that the Algerian academic program does not give much importance to the listening skill, especially for EFL learners. While 20% answer 'No'. The remaining (50%) choose the third answer 'Somehow'.

3.3.1.4 What are the hindrances that your students encounter in LC?

Table 3.19*Hindrances encounter students in LC*

| Options | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------|----------------|-----|--------|-----|----------|-----|-------------------|-----|
| | Number | % | Number | % | Number | % | Number | % |
| 1. Lack of prior knowledge | 3 | 30% | 3 | 30% | 3 | 30% | 1 | 10% |
| 2. Grammar difficulty | 3 | 30% | 5 | 50% | 1 | 10% | 1 | 10% |
| 3. Lack of language proficiency | 2 | 20% | 6 | 60% | 2 | 20% | 0 | 0% |
| 4. Long listening text | 3 | 30% | 3 | 30% | 2 | 20% | 2 | 20% |
| 5. Different English varieties | 2 | 20% | 5 | 50% | 3 | 30% | 0 | 0% |
| 5. Poor equipment | 3 | 30% | 4 | 40% | 1 | 10% | 2 | 20% |

The above table displays the teachers' opinion about some of the difficulties that pose an obstacle for students' LC. The choices are between Strongly agree, Agree, Disagree, Strongly disagree.

Section two: Note-taking (see page 25)

3.3.1.5 Do you ask your students to take notes when you explain, or do you prefer them to pay attention?

After categorising the teachers' answers to this open-ended question. Evidently, three of the answers support the idea of using note-taking only, as for the rest of the respondents who prefer to follow the two methods together. But, they emphasize the use of note-taking as acknowledge acquisition strategy. The researcher scans some answers to this question in the appendix G

Table 3.20*Taking notes and pay attention during lectures*

| Categories | Number | % |
|---------------------------------|--------|------|
| 1. Take notes only | 3 | 30% |
| 2. Take notes and pay attention | 7 | 70% |
| Total | 10 | 100% |

Figure 3.19

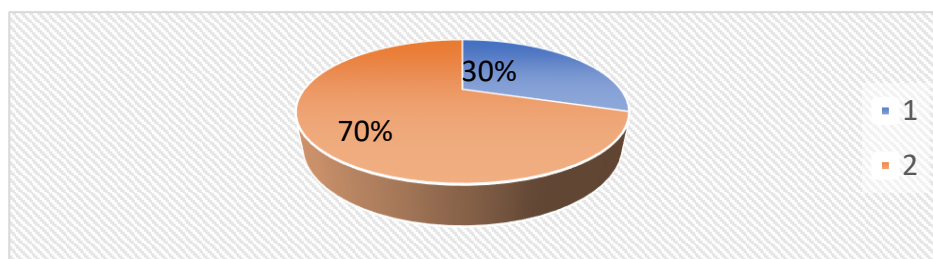
Taking notes and pay attention during lectures

Table 3.20 indicates 30% of teachers permit their students to take-notes, while the 70% prefer students attention to the lesson with an emphasis on taking notes see appendix G

3.3.1.6 Have you noticed that your students attention to what they are listening increases through taking notes?

Table 3.21

Students' attention while listening

| Options | Number | % |
|---------|--------|------|
| 1. Yes | 9 | 90% |
| 2. No | 1 | 10% |
| Total | 10 | 100% |

Figure 3.20

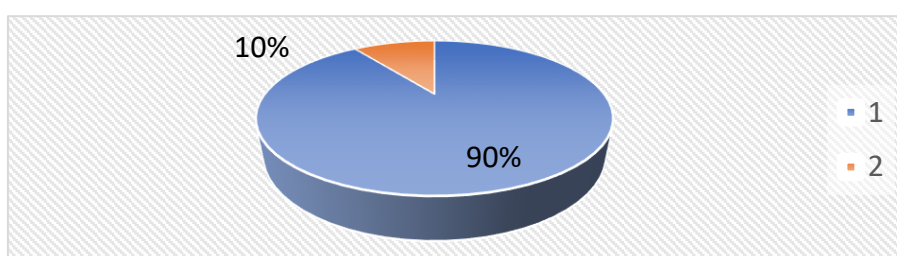
Students' attention while listening

Table 3.21 shows that 90% of teachers notice that their students' attention increase when they take notes, but only 10% of teachers say No.

3.3.1.7 Do you think taking effective notes requires signals, pausing, and repetition from

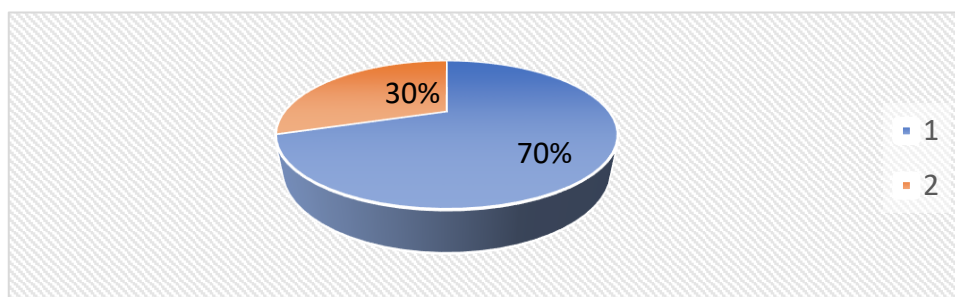
Table 3.22

Factors helping to take effective notes

| Options | Number | % |
|---------|--------|------|
| 1. Yes | 7 | 70% |
| 2. No | 3 | 30% |
| Total | 10 | 100% |

Figure 3.21

Factors helping to take effective notes



With regards to the percentage writing in the table above 70% of the answers advocate the idea that effective notes need pausing, signals and repetition from the teacher. The remaining 30% answer 'No'.

3.3.1.8 Have you noticed that your students rely on taking notes when you start explaining the lesson?

Table 3.23

Taking notes during lesson

| Options | Number | % |
|--------------|--------|------|
| 1. Always | 3 | 30% |
| 2. Sometimes | 6 | 60% |
| 3. Rarely | 1 | 10% |
| Total | 10 | 100% |

Figure 3.22

Taking notes during lesson

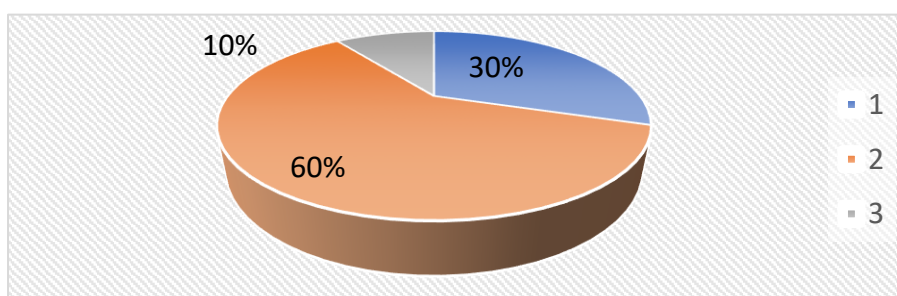


Table 3.23 describes the difference in the answers, as 30% of the respondent notice that their students 'Always' use note-taking and 60% 'Sometimes', while the 10% say 'Rarely'.

Section 3: The relationship between listening and note-taking (see page 25)

3.3.1.9 Do you think that taking notes foster LC?

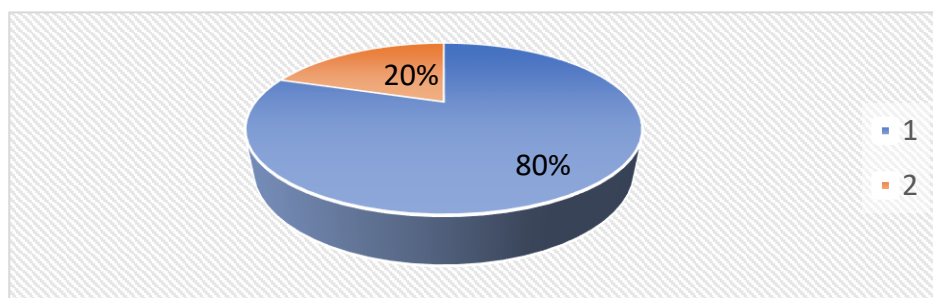
Table 3.24

The role of taking-notes in improving LC

| Options | Number | % |
|---------|--------|------|
| 1. Yes | 8 | 80% |
| 2. No | 2 | 20% |
| Total | 10 | 100% |

Figure 3.23

The role of taking-notes in improving L C.



.Table 3.24 illustrates that 80% of teachers coincide on one opinion which is that taking notes foster listening. Only 20% deny this.

3.3.1.10 Axiomatically, teacher's role is effective in enhancing receptive and productive skills, in your opinion, what strategies do you suggest to boost listening skills?

This question is open-ended for this reason the researcher classifies the answers of the teachers and are as follows:

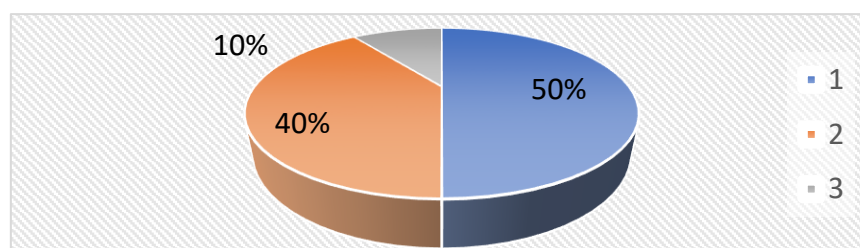
Table 3.25

Suggested strategies to boost listening skills

| Options | Number | % |
|--|--------|------|
| 1. Listening tasks | 5 | 50% |
| 2. Extensive listening | 4 | 40% |
| 3. Practice listening regularly to English tests such as IELTS and TOEFL | 1 | 10% |
| Total | 10 | 100% |

Figure 3.24

Suggested strategies to boost listening skills



According to the rated answers, the teachers suggest some strategies for developing listening skills. 50% of them mention listening tasks, 40% extensive listening, and the rest 10% they suggest listening to IELTS and TOEFL tests.

3.3.2 Interpretation of Data Obtained from the Teachers

With regards to all the results recorded in the previous tables and graphs, undoubtedly, teachers depend on students' listening ability, as all interviewees let a chance for their students to ask clarifications during the listening tasks. However, there are some obstacles that students face while listening for instance, lack of prior knowledge, grammatical difficulty, lack of language proficiency etc. Table 3.19 details all of the teachers' answers. The 70% of them ask their learners to take notes and pay attention at the same time, as 90% of the respondents noticed that their learners' attention increases when they write notes, while obtaining good notes need from the teacher to use pausing, signals, and repetition. 60% of teachers noticed that their students 'Sometimes' depend on taking notes during lesson explanation, and 30% 'Always' notice that. Then it was necessary to know the teachers' opinion about the effectiveness of taking notes to develop LC. 80% of them advocate this idea then they suggested a bunch of interesting strategies such as, Show learners the importance of listening skill by doing tasks, homework. Invite learners to do extensive listening independently outside classroom like, Internet, applications, movies etc. Listening to English tests as IELTS and TOEFL.

3.4 Test analysis and interpretation

The researcher tests two groups where note taking is permissible to the first group while the second group do not take notes

3.4.1 Test one analysis

As mentioned in the test description in the previous chapter. Two separate groups were used from the total sum of the sample. The first group consisted of 25 students who took the listening test without taking notes (figure 2.2).

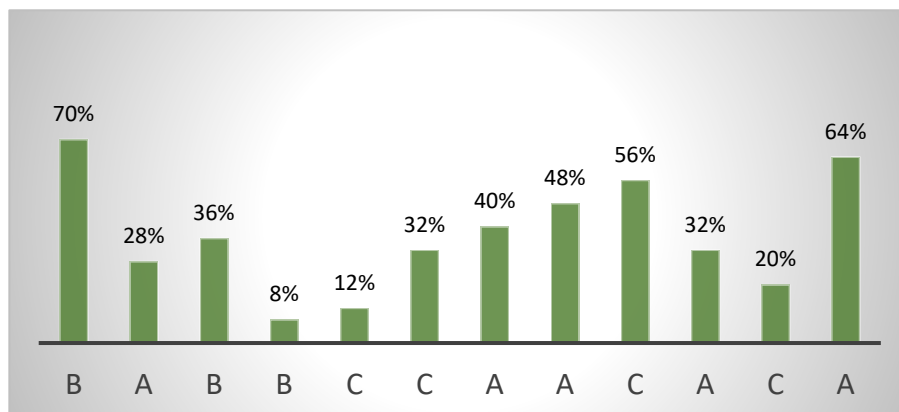
Table 3.26

List of correct answers for the test one with the group who do not take notes

| Qs | Correct answer | Students' answers |
|-----|----------------|-------------------|
| Q1 | B | 70% |
| Q2 | A | 28% |
| Q3 | B | 36% |
| Q4 | B | 8% |
| Q5 | C | 12% |
| Q6 | C | 32% |
| Q7 | A | 40% |
| Q8 | A | 48% |
| Q9 | C | 56% |
| Q10 | A | 32% |
| Q11 | C | 20% |
| Q12 | A | 64% |

Figure 3.25

List of correct answers for test one with the group who do not take notes



It can be seen from the above table and figure that the majority of students in the first question almost answer correctly (70%). Perhaps, they are attentive at the beginning to the recording. But, the other answers are different for example, the correct answers of question 4 are very low (8%), the same for question 5 answers which reach only 12%.

3.4.1 Test two analysis

The second group consists of 27 students from the total of the sample. The researcher follows the same steps as the previous test, but taking notes are allowed while listening to the clip (Figure 2.2) the results are as follows:

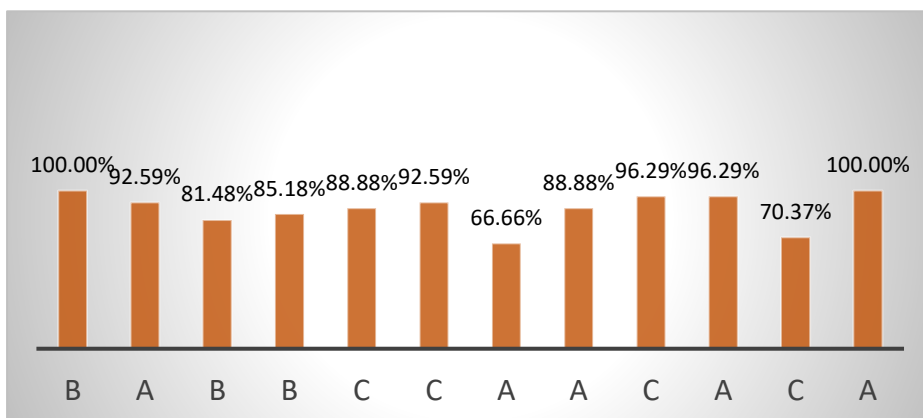
Table 3.27

List of correct answers for test two with the group who take notes

| Qs | Correct answer | Students' answers |
|-----|----------------|-------------------|
| Q1 | B | 100% |
| Q2 | A | 92.59% |
| Q3 | B | 81.48% |
| Q4 | B | 85.18% |
| Q5 | C | 88.88% |
| Q6 | C | 92.59% |
| Q7 | A | 66.66% |
| Q8 | A | 88.88% |
| Q9 | C | 96.29% |
| Q10 | A | 96.29% |
| Q11 | C | 70.37% |
| Q12 | A | 100% |

Figure 3.26

List of correct answers for test two with the group who take notes



The table and the figure above shows that the results of the second test are different from the first test , and most of the answers are correct, for example in the first question, all students answer correctly, the same as for question 12. The other answers are close to 70.37% to 92.59%.

3.4.3 Tests interpretation

The following graph represents a comparison between the correct answers in the first test (listening without taking notes) and the second test (listening with taking notes).

Figure 3.27

Comparison of correct answers of both tests.

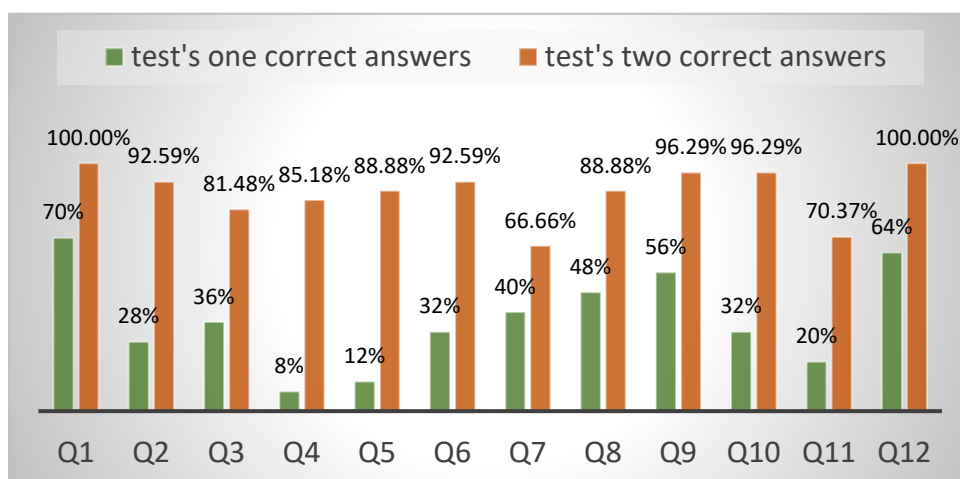


Figure 3.27 illustrates the clear difference between the answers of the two groups. The first group (red) who take notes while listening to the clip achieve high rates of correct answers reaching 100%. By contrast, students who do not take notes, most of their correct answers are under 40% (green).

3.5 Observations Analysis and Interpretation

The following points refer to the results obtain from CO that is for the first-year students in the oral expression class:

- Most of the students take notes while listening to the recording.
- The teacher asks the students to take the most important notes.
- Take notes helps students capture the most important information and increase their attention.
- Students who take notes answer correctly, as they interact with the teacher, unlike those who neglect to take notes.
- The most noticeable thing during the observation is that after the teacher asked his students to take notes, the students listen to the recordings attentively so that, they can pick up the key words.

3.6 Findings and general discussion

In light of the results obtain from the three research tools in this dissertation, it is evident that taking notes has a positive effect on students performance. This opinion parallels with the results of studies carries out by Dunkel, Carell and Mallum who consider the note-taking strategy as a measure of listening , it is an important element to achieve listening comprehension.

The answers collected from questionnaires for teachers and students show that the difficulties preventing effective listening are varied, and they were all presented in the first chapter, such as a lack of prior knowledge, lack of proficiency and syntax. Therefore, the researcher suggestes the note-taking technique as an easy solution that can be use during the lectures. After, putting this idea to the research sample 80% of the teachers and 90,38% of the students advocate that taking notes boostsLC. The first hypothesis says that taking notes may help students to concentrateand listen effectively. Through the classroom observation, it was found that the students' focus on what they listen to increases when they are actually taking notes. This is what was mentioned in the literature review, where Boyle (2011) supported the idea of effective note-taking as it provides an opportunity for the student to participate in the lecture therefore it is a tool for cognitive processing. The students in this case acquire the knowledge and transfer it in their own way. In turn, there

are who advocates the effectiveness of taking notes, as he believes that this strategy is important for every learner because it increases the level of interest and motivation (Gur et al., 2013).

The second hypothesis which states that taking notes can have a positive performance on listening tests. Depending on the results obtained from the CO and the listening tests it is easy to see that when the students take notes during listening, they perform well in the exam compared to those who did not take notes (see Figure 3.27). What advocates these results is the study of Carell and Dankell (2002), who allowed the participants to take notes and the result was positive because the participants were able to retrieve the information. Likewise, Keiwra, who said that reviewing the notes gives good performance results.

Data analysis provided excellent pillars for this study as the importance of note-taking was evident in EFL classes. After analysing all the data, it was demonstrated that taking notes is an effective strategy to improve listening and also helped in obtaining good performance in the listening test. Out of the above findings the research questions are answered, and the formulated hypothesis are assured.

3.7 Limitations

Like all studies the present study suffered from some shortcomings :

The researcher was unable to reach some answers, such as the difference between the short and long text in the listening exercises, also we did not access to the way the students take notes, this is due to the following factors:

- _ The time was limited as a result of dividing study in groups at the university due to Covid 19.
- _ Students did not bring back the papers that were distributed to them to take notes.
- _ In the other hand, the researcher could not check correctly the LC because of the absence of language laboratory.
- _ Another limitation is the small sample size of the study, which prevent the researcher to generalize the findings of the study on a larger context.
- _ Additionally, studies that combine listening skills and taking notes were very few. Consequently, the researcher did not obtain various information on this topic.

3.8 Recommendations and Suggestions

After researching, reading, and analysing results derived from the approved research methods, the researcher came up with a set of recommendations and suggestions for teacher and student with the aim of developing listening through note-taking strategy at the University of Dr. Moulay Tahar Saida.

- Giving greater importance to listening skill by giving exercises, homework, and everyday conversation etc.
- Teachers can provide learners with listening materials that they can use outside the university as extensive listening practice. Yet, the materials should be within the students' interest and expectations.
- Remind students to take notes while listening to the lecture.
- Reducing the use of handouts so that the student can rely on himself to gain information.
- Teaching students note-taking strategies such as the Cornell method, page splitting, infographic or using symbols and abbreviations etc.
- The EFL learners have to be aware of the importance of listening skill in learning the language, not only in the practical aspect, but it helps the learner to memorize words and grammar spontaneously, so they have to listen a lot to the videos of the native language speakers, reading different topics...
- Learn note-taking techniques, it does not mean writing down every word students hear. Good notes must be clear, accurate and concise.
- The student must learn effective listening techniques so that he can focus on everything he hears in the lecture, and then be able to apply successful strategies in taking notes.
- students should effectively engage themselves in learning because this carelessness hinders any outcome.

3.9 Conclusion

This chapter deals with practical side of this study, the findings reveals that both teachers and students agree that note taking boosts the listening skill. Moreover, it helps learner to achieve positive performance in listening tasks. After the analysis and

interpretations, the researcher provides some recommendations that can help in developing listening skill through the process of taking notes.

General Conclusion

Over the years many studies have emerged to develop listening skill such as ; technology, mastery of grammar etc. In this study, the researcher tried to present a simple learning strategy aimed to enhance listening ability during lectures, namely, note-taking. In the same context, the researcher sought to find answers about the possibility of taking notes in developing LC, also its effect on the level of students' performance in listening exams

In order to answer those research questions, the researcher assumed two hypotheses that are ; taking notes might help students to concentrate and listen effectively. The second supposed that taking notes can have a positive performance in listening tests.

The results obtained from quantitative and qualitative research methods validated the two hypothesis, indicating that taking notes actually improves students' listening by activating focus, interest and willingness to receive information. As a result, language learners benefit more from note-taking, also note-takers made an excellent performance in the listening test. Generally speaking, taking notes facilitates LC, but not randomly. Notes must be recognizable, and well structured. Consequently, it helps students to promote their academic achievement. However, achieving that goal is under teachers supervision who play many roles to reach the effective learning especially, in a complicated skill as listening. The teacher simplifies note-taking for his students by identifying class topics with classification, and presenting information hierarchically. Informing students of what to do, as well as motivating learners to consider using their own words.

Based on these findings, the following conclusions are drawn:

- _ The teacher helps his students understand the listening texts and overcome listening problems.
- _ Taking notes helps learners to pay attention to the teachers' tone, and voice i.e., it makes learners listen carefully during lecture.
- _ The teacher ensures that his students follow the lecture attentively, when they take notes.
- _ Taking notes helps the listener to build connections between ideas and concepts.
- _ The lecture information can be remembered and understood through note taking.

General Conclusion

_ the listening comprehension of students is improved by taking notes.

note-taking is a useful learning strategy. English learners must be aware of its importance in order to apply it properly. It is not just writing specific points but, more than that. Note-taking promotes the elaboration of ideas more comprehensively and encourages efforts to connect and organize ideas, thus processing in greater depth.

In short, note-taking is an efficient learning tool that raise students' accomplishments because it increases their ability to understand, memorize and remember information, most importantly, their focus on what they are listening increases significantly.

With regards to future researches, this study can be initiated by investigating this issue more with the help of a large research sample, like building the same research but with different levels at university. As well as, diversifying the listening tests. For instance, compare results between listening to long and short text. Methods of writing effective notes can be addressed too.

References

- Anderson, A., & Lynch, T.(1988). *Listening consideration in language testing*.Oxford: Oxford University Press.
- Awadh Almutairi, N.(2012). *The Effectiveness of using schema theory in developing EFL Secondary stage students' listening comprehension*. [Unpublished master dissertation]. Imam Mohammed Bin Said Islamic university.
- Bejar, I., Douglas. D., Jamieson, J., Nissan, S., Turner, J.(2000). *TOFEL 2000 listening framework: a Working paper*. Princeton: Iducational testing service.
- Bellinger, B., Decaro, M. S.(2019). Note-taking format and difficulty impact learning from Instructor provided lecture notes. *Quarterly Journal of experimental Psychology*, 72 (12), 1 –38.
- Boch, F. & Piollat, A.(2005). Note taking and learning: A Summary of research. *The WAC Journal*, 16 (1), 101-113.
- Bonner, J. M., & Holliday, W. G.(2006). How college science students engage in note-taking strategies. *Journal of Research in Science Teaching*, 43 (8), 786-818.
- Bonwell, C. C., Erison, J. A. (1991). *Active learning: Creating excitement in the classroom*. DC: Washington University.
- Boran, L. ,& Yi, H. (2012). The Effect of note taking on listening comprehension for lower intermediate level EFL learners in China. *Chinese Journal of Applied Linguistics Quarterly*, 13 (2), 116-121.
- Boyle, J. T. (2011). Thinking strategically to record notes in content classes. *American Secondary Education*, 40 (1), 51-66.
- Brown, H. D. (1994). *Teaching by principles:An Interactive approach to language pedagogy*. Prentice-Hall Regents.
- Brown, S. (2006).*Teaching listening*. Cambridge: Cambridge University Press.

- Buck, G. (2001). An overview of listening comprehension. *In Assessing listening*. Cambridge: Cambridge University Press.
- Carrell, P. L., Dunkel, P. A., & Mollaun, P. (2002). *The Effects of note taking, length and topic on the listening comprehension of the TOFEL 2000*. Princeton.
- Carrell, P. L., Dunkel, P. A., & Mollaun, P. (2004). The Effects of note-taking, lecture Length and topic on a computer- based test of ESL listening comprehension. *Applied Language Learning*. 14 (1), 83-105.
- Carrell, P. L. (2007). *Note-taking strategies and their relationship to performance on Listening comprehension and communicative assessment tasks*. Princeton.
- Cary, M., & Carlson, R. A. (1999). External support and the development of problem solving routines, *Journal of Experimental Psychology: Learning Memory, and Cognition*, 25 (4)1053-1070.
- Crawford, M. J., Duker, N. Macgregar, L. Kojma, S., & Siegel, J. (2016). *Perspectives on Note taking in EFL listening*. In P. Clements, A. Krause, & H. Brown (Eds.), *Focus on the learner*. JALT.
- Creswell, J. W., & Tashakkori, A. (2007). Developing publishable mixed methods manuscripts. *Journal of Mixed Methods Research*, 1 (2), 107-111.
- Desure, D., Kaplane, M, & Deerman, M. A. (2011). *Research on student notetaking Implications for faculty and graduate student instructors* (Publication number 16) [CRLT, The university of Michigan].
- Doff, A. (1995). *Teach English : A Training course for teachers*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Dunkel, P. (1988). The Content of L1 and L2 students' lecture notes and its relation to test

- Performance. *TESOL Quarterly*, 2 (2), 249-281.
- Dunkel, P. & Davy, S. (1989). The Heuristic of lecture note-taking: Perceptions of the Americans & international students regarding the value of practice of note-taking. *English for Specific Purposes*, 8 (1), 33-50.
- Ebrahimitouri, A., Pourghasem, A. , Gerami, E. (2019). *IELTS Vs TOFEL exam (format/ content / grading criteria)*. International Language Center.
- Ferris, D. & Tagg, T. (1996). Academic listening/speaking tasks for ESL students: Problems, suggestions and implications. *TESOL Quarterly*, 30, 297-320.
- Flick, U. (2018). *Sowing triangulation and mixed methods* (2nd ed.). Sage.
- Flowerdrew, J., & L. M. Miller. (2005). *Second language listening: Theory and practice*. Cambridge: Cambridge University Press.
- Foster Lee, L., Kent, L. & Horowitz, I. A. (2005). The Cognitive effects of jury aids on Decision making in complex civil litigation. *Applied Cognitive Psychology*, 19, 867-884.
- Gur, T. Dilci, T., Coskun, I. , Delican, B. (2013). The Impact of note-taking while listening on listening comprehension in a higher education context. *International Journal of Academic Research*, 5 (1), 93-97.
- Haiyan, X. (2018). Schema theory on ESL listening teaching in college. *Advances in Social Science, Education and humanities Research*, 264, 623-628.
- Hale, G., & Courtney, R. (1994). The Effect of note taking on listening comprehension in The test of English as a foreign language. *Language Testing*, 11, 29-47.
- Hamouda, A. (2012). Listening comprehension problems_voices from the classroom. *Language in India*, 12 (8), 1-49.
- Hamouda, A. (2013). An Investigation of listening comprehension problems encountered by Saudi students in the EL listening classroom. *International Journal of Academic*

- Research in Progressive Education and Development*, 2 (2), 113-115.
- Harmer, J. (1991). *The Practice of English language teaching*. Longman.
- Hasan, A. (2000). Learners' perceptions of listening comprehension problems. *Language and Curriculum*, 13 (2), 137-153.
- Hayati, A. M. , and Jalilifar, A. (2009). The Impact of note-taking strategies on listening comprehension of EFL learners. *Canadian center of Science and Education : English Language Teaching*, 2 (1), 101-111.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Isaksson, G. (2019). *Note-taking during listening lesson : English teachers' attitudes towards note taking and teaching during lessons at Swedish upper secondary schools*. [Unpublished dissertation]. Örebro University.
- Kiewra, K. A. (1985). Investigating note-taking and review : A depth of processing alternative. *Educational Psychologist*, 20 (3), 23-32.
- Kiewra, K. A. (1989). A Review of note taking : The encoding storage paradigm and beyond. *Educational Psychology Review*, 1(3), 147-179.
- Kiewra, K. A., Colliot. T., & Lu. J. (2008). *Note this : How to improve student note-taking*. Idea Paper 73. <https://files.eric.ed.gov>
- Laure Barbier, M., Yves Roussey, J., Piolat, A., & Olive, T. (2006). Note-taking in second language : Language procedures and self evaluation of the difficulties. *Current Psychology Letters Behaviour, Brain & Cognition*, 20(3), 130-138.
- Lin, M. (2006). The Effect of note-taking memory and rate of presentation on EFL learners' Listening . [Unpublished doctoral dissertation, La Sierra University].
- LinLee. P, Li Wang. C., Hamman. De., Hsiao. C. H. (2013). Note taking enhances

- students science learning. *Child Development Research*, 3 (1), 1-8.
- LondoñoBuriticá, M. D. (2012). Developing listening comprehension skills in 5th grade EFL students through the use of the predictable books. [Unpublished dissertation] Technological University of Pereira.
- Lundsteen, S. W. (1979). Listening, its impact at all levels on reading and the other language arts. Urbana, III. ERIC Clearing House on Reading and Communication Skills. National Institute of Education.
- Macháčkova, E. (2009). Teaching listening. [Bachelor thesis]. Masaryk University Brno.
- Mercuri, S. P. P. & Rea, D. M. (2006). Research-based strategies for English language Learners. Portsmouth, NH: Heinemann.
- Moreley, J. (1991). Listening comprehension in second foreign language instructions. In M. Celce-Mercia (Ed.), *Teaching English as a second or foreign language*. MA: Heinle & Heinle.
- Murra, E. (1954). Learning language as a second language. *Journal of Educational Sociology*, 28 (4), 181-192.
- Nawangasasi, E. (2015). Developing listening materials for the eighth-grade students of SMPN 14 Yogyakarta based on 2013curriculum. [Undergraduate thesis], Yogyakarta State University.
- North Shore Community College. (2013). *Effective listening and note taking*. <https://www.northshore.edu>
- O'Mally, I. M., & Chamot, A. U. (1990). Learning strategies in second language acquisition. *Applied Linguistics*, 10 (4), 418-437.
- Ornstein, A. C. (1994). Homework, studying, and note: Essential skills for students. *NSSP Bulletin*. 78 (558), 58-70.

- Peynirci, B. (2020, March 8). *Listening : The Note-taking exercises easy English lesson (level A)*. YouTube. <https://youtu.be/MOijwxQvsfc?list=PLP...>
- Piolat, A., &Boch, F. (2004). Learning by taking notes and learning to take notes. In (Eds.), *Comprendre les apprentissages*. Psychologiecognitive et education [Understanding Learning. Cognitive psychology and education]. (pp. 133-152). Dunod.
- PourhouseinGilakjani, A. &Ahmadi, M. R. (2011). A Study factors affecting EFL learners English listening comprehension and the strategies for improvement. *Journal of Language Teaching andResearch*, 2(5), 977-988.
- PourhouseinGilakjani, A. &Sabouri, N. B. (2016). The Significance of listening Comprehension in English language teaching. *Theory and Practice Language Studies*, 6 (8), 1670-1677.
- Prince, M. (2004). Does active learning work?. *A Review of the Research Journal of Engineering Education*, 93(3), 223-231
- Purdy, M. (1997). What is listening ?. Purdy, M. , &D. Borisoff (Eds.). *Listening in everyday Life : A Personal and Professional approach* (pp. 1-20). University Press of America.
- Rost, M. (2007). I'm only trying to help: A Role for intervention in teaching listening. *Language Learning of Technology*. 11 (2), 102-108.
- Rubin, J. (1975). What the “ good language learner” can teach us. *TESOL Quarterly*. 9(1),41-51.
- Rubin, J. (1994a). *A Guide for the teaching of second language listening*. CA : Domine Press.
- Rubin, J. (1994 b). A Review of second language listening comprehension research. *The Modern Language Journal*, 78 (2), 199-217.

- Skolverket (Ministry of Education). (2011). *Subject syllabus for English. Stockholm : Skolverket.*
- Spolsky, B. (1995). *Measured words : The development of objective language testing.* Oxford: Oxford University Press.
- Supornsirism, K. (2007). *The Effect of pre-listening question and post-listening question Techniques on English listening achievement of third year English.* Songkla University Pattani.
- Thi Hue, T. (2019). *An Overview of listening skill theories.* [Proceeding of ELT upgrades]. University of Food Industry.
- Thirkunkovit, S. (2008). *A Historical review of the development of listening assessments : Pedagogical implications to English teaching and testing.* Mahidol University Thailand.
- Tseng, B. H., SynShen. S., YiLee. H., &ShanLee, L. (2016). *Towards machine comprehension of Spoken content: Initial TOFEL listening comprehension test by machine.* National Taiwan University.
- Underwood, M. (1989). *Teaching listening.* Longman.
- Vandergrift, L. (1999). Facilitating second language listening comprehension: Acquiring Successful strategies. *ELT Journal*, 53(4),168-176.
- Vandergrift, L. (2002). *Listening theory and practice in modern foreign language competence.* Good Practice Guide.
- Viani, E. (2011). Students perceptions of note taking, *In The ninth grade social social studies.*
- Vogely, A. (1995). Perceived strategy use during performance on three authentic listening Tasks. *The Modern Language Journal.* 79 (1), 41-56.

Willis, J. (1981). *Teaching English through English*. Longman.

Zeinab, A. A., & Sheila, K. (2016). The effect of not taking and working memory on Iranian EFL learners' listening comprehension performance. *International Journal of Research Studies in Psychology*. 5 (4), 41-51.

Zohrabi, M., & Esfandiari, F. (2014). The Importance of note taking all the improvements of Listening comprehension of Iranian EFL learner. *International Journal of English and Literature Studies*. 3(2), 165-175.

Appendices :

Appendix A

Students' questionnaire

Dear first first year students,

Thank you for volunteering to respond to this 15 minute survey, which tries to investigate the role of note-taking in enhancing students' listening comprehension in EFL classrooms at Dr. MoulayTaherSaïda university.I would be so grateful if you answer appropriately in the space provided. This questionnaire is anonymous, so you don't need to write your name. It is also confidential, the given information will be used for research purpose.

Thank you for your cooperation

General information

1Gender :

Male :

Female :

2 Age :

Part one : Listening comprehension

(Please put a tick **X** in the box which is nearest to your answer)

1 How do you evaluate your listening comprehension?

_ Strong

_ Moderate

_ Weak

2 what do you do if you cannot understand words or phrases while listening?

_ Ask for clarification

_ Ignore it and keep on listening

_ Try to guess its meaning

_ Feel anxious and cannot listen any more

3 In your view, what are the obstacles of listening comprehension? (You can choose more than one answer)

_ Unfamiliar topics.

_ Lack of background information.

_ Speed of speech

4 How do you manage listening problems?

_ Ask for clarification from the teacher

_ Focuses on keywords

_ Train yourself to listen in your spare time

5 After you listen to your English teacher, do you remember the main ideas?

_ Yes

_ No

_ Sometimes

6 Does your professor teach you techniques for developing listening comprehension?

_ Yes

_ No

Part two: Note-taking

1 How often do you take notes in class?

_ Always

_ Sometimes

_ Never

2 Would you say that you are good note taker?

_ Yes

_ No

3 Did taking notes help you to capture important facts, numbers, and names?

_ Yes

_ No

4 Does the note-taking strategy enable you to retrieve the information you listen to during the lecture?

_ Yes

_ No

5 What are the factors that prevent you from taking notes?

_ Lack of language proficiency

_ Lecture's length

_ Noise

_ Anxiety

Do you suggest other factors?

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

6 Does your teacher remind you to use note-taking?

_ Always

_ Sometimes

_ Never

Part three: The relationship between listening and note taking

1 Do you believe it is important for you to take notes while listening?

_ Yes

_ No

2 Taking notes helps you listen carefully to the lecture's content

_ Strongly agree

_ Agree.

_ Neutral

_ Disagree

_ Strongly disagree

3 Do you think taking notes foster your listening skill?

_ Yes

_ No

Why ?.....
.....
.....

Thank you for participating!

Appendix B

Teachers' questionnaire

Dear teachers,

The following survey has been developed to compile necessary information for a research entitled: " Developing Listening through Note Taking among First Year Students" . I would be so grateful if you respond to its items, and include any comments that you may wish to add. This questionnaire would take less than 15 minute. Your answers will be kept strictly confidential, and the information will be used for research purposes.

Thank you for your cooperation

Background information:

1 Sex:

_ Male:

_ Female:

Section one: Listening comprehension

(Please put a tick in the box which is nearest to your answer)

1 Do you sometimes depend on your students' listening ability while delivering a lecture?

_ Yes

_ No

2 Do you allow your students to ask for clarification in a listening task?

_ Yes

_ No

3 Do you think that the Algerian academic program neglects listening skill, especially for EFL learners?

_ Yes

_ No

_ Some how

4 What are the hindrances that your students encounter in listening comprehension?

| | The hindrances | Strongly agree | Agree | Disagree | Strongly disagree |
|----|------------------------------|----------------|-------|----------|-------------------|
| 01 | Lack of prior knowledge | | | | |
| 02 | Grammar difficulty | | | | |
| 03 | Lack of language proficiency | | | | |
| 04 | Long listening text | | | | |
| 05 | Different English varieties | | | | |
| 06 | Poor equipments | | | | |
| 07 | Speed of speech | | | | |

Section two: Note-taking

1 Do you ask your students to take notes when you explain, or do you prefer them to pay attention?

.....
.....

2 Have you noticed that your students' attention to what they are listening increases through taking notes?

_ Yes

_ No

3 Do you think that taking effective notes require signals, pausing, and repetition from you ?

_ Yes

_ No

4 Have you noticed that your students rely on taking notes when you start explaining the lesson?

_ Always

_ Sometimes

_ Rarely

Section three: The relationship between listening and note-taking

1 Do you think that taking notes foster listening comprehension?

_ Yes

_ No

2 Axiomatically, teacher' s role is effective in enhancing receptive and productive skills. In your opinion, what strategies do you suggest to boost listening skills ?

.....

.....

.....

.....

3 Do you have further suggestions or comments ?

.....

.....

.....

.....

Thank you for your collaboration!

Appendix C

Test of LC and note-taking (with CD)

Dear first year students,

You are going to listen to the text twice, the following questions about this text. Please put an X next to the appropriate answer.

What is her name ?

- A) Kate
- B) Lucy
- C) Emma

Is this her first letter ?

- A) Yes, it is
- B) No, it is her second letter
- C) No, it is her third letter

Does Lucy like her school ?

- A) No, she doesn't
- B) Yes, she does
- C) Sometimes

How many lessons does she have every day ?

- A) 4
- B) 5
- C) 6

What is her favourite class ?

- A) Art
- B) History
- C) English

What are her best friends ?

- A) Kate
- B) Logan
- C) Kate and Logan

Do her best friends like history any art ?

- A) Yes, they do
- B) No, they don't
- C) No, they like English

When does she study English ?

- A) Every day
- B) Never
- C) At weekends

Does she have many friends ?

- A) Yes, but not many
- B) No, she doesn't, she is alone
- C) Yes she does

Does she study with her friends ?

- A) Yes, sometimes
- B) No, never
- C) Yes, always

What does not she do at weekend ?

- A) She stay at home
- B) She goes to the cinema
- C) She plays Volleyball

What do Lucy and Emma do after the movies ?

- A) They go to the restaurant
- B) They study together
- C) They eat popcorn

Appendix D

Classroom Observation Form

_____ Class Observation _____

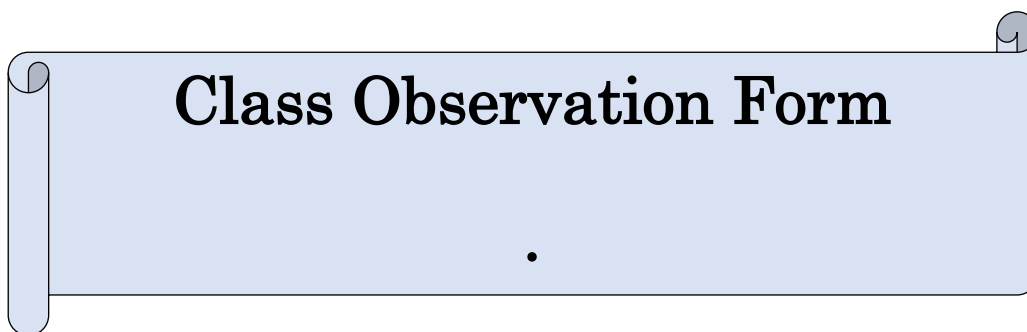
Ministry of higher education:

Dr.MoulayTaher University-Saida.

Faculty of <Letter and Arts>.

Section of <English Language>.

Academic Year 2020-2021.



The observer:

Teacher:

.....

.....

The Observed Points:

- Students take notes while listening to the audio:
- Teachers ask students to take notes:
- Taking notes facilitates the listening process:
- Taking notes increase students' attention:
- Note takers answer appropriately:

Timing: 1 hour

Students number: 20

PRONUNCIATION FOCUS

Joined sounds

When talking in a relaxed way, speakers often do not say words the way they are spelled. They drop or change the beginning and ending sounds – the words then sound like they are joined together. For example, **What do you think?** = **whaddaya think?**

F. Listen (Audio 37) I think the penguins would be fun to look at. **What do you think?**

G. Listening to the questions and write the missing words. (Audio 38)

1. So.....going to get to the park
2.want to go next?
3.run away when the giraffe came out.
4.going to meet at the park.

INTEGRATION

H. Listen to the dialogue and take notes on a separate piece of paper. Then write the answers. (Audio 39)

1. What is the dialogue about?
.....
2. How does the girl feel about mice?
.....
3. How does the boy react to the girl's excitement for snakes?
.....

I. Write about wild animal that you like and another wild animal that you dislike.

| |
|--------------------|
| I really like..... |
| They are |
| I feel |
| |
| I don't like |
| They are |
| I feel |
| |

J. Tell the class

Appendix F

Students' answers to the last question

3 Do you think taking notes foster your listening skill ?
_ Yes
_ No
Why? Because it helps us listen carefully and be prepared
for new ideas that much our knowledge

3 Do you think taking notes foster your listening skill ?
_ Yes
_ No
Why? because I stay focus with the teacher
I write important information

3 Do you think taking notes foster your listening skill ?
_ Yes
_ No
Why? It helps us remember information

3 Do you think taking notes foster your listening skill ?
_ Yes
_ No
Why? when I don't use note I lost concentration
taking note help me to write and listen to important
words

Appendix G

Teachers' answers about taking notes or pay attention during lectures

1 Do you ask your students to take notes when you explain, or do you prefer them to pay attention ?

to take notes

1 Do you ask your students to take notes when you explain, or do you prefer them to pay attention ?

• Both things. Taking note is very important to retain knowledge.

1 Do you ask your students to take notes when you explain, or do you prefer them to pay attention ?

I do both talk with my students

1 Do you ask your students to take notes when you explain, or do you prefer them to pay attention ?

The both, but focusing on taking notes

1 Do you ask your students to take notes when you explain, or do you prefer them to pay attention ?

of course, since taking notes helps them remember details - information.

1 Do you ask your students to take notes when you explain, or do you prefer them to pay attention ?

I prefer both methods and making the lecture a sort of debate