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كلية الآداب و اللغات  
FACULTY OF LETTERS AND LANGUAGES  
قسم الآداب و اللغة الإنجليزية  
DEPARTMENT OF LETTERS AND ENGLISH LANGUAGE

***Teachers and Students' Perceptions toward the Note-taking  
Strategy from Listening During EFL Lectures***

*Case study: secon year Students of English at Abbes Laghrou Khenchela University*

*Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Degree of Master in Language and Culture*

**Candidate:**

- BOUMAIZA Hafidha
- DEBBACHE Hania

**Supervisor:**

Mr.BEDDIAF.A

**Board of Examiners**

- |                            |           |                         |
|----------------------------|-----------|-------------------------|
| • Mr. GUERZA.Omar          | President | University of Khenchela |
| • Mr. BEDDIAF.Abdelghafour | Superviso | University of Khenchela |
| • Miss. KAHOUL.Imen        | Examiner  | University of Khenchela |

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## **Dediction**

Praise to Allah for having given me the ability to achieve this work.

I dedicate this modest work to:

My wonderful family for their endless love and support.

My friends who are always near to me and whom I always found whenever I need.

Every one who inspired and helped me finish this dissertation.

All whom I love

**DEBBACHE Hania**

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Complete this work.

I dedicate this work to the candles of my family

My dearest brothers

To all my friends

To all who love me and wish for me the best.

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## **Abstract**

Researchers considered note-taking as an extremely important strategy which students should master, due to its benefits and advantages specially at lectures setting. The general objective of this study is to investigate EFL teachers and students' perceptions toward the note-taking strategy from listening during lectures, at Abbes Laghrour University. On this basis, this study was carried out with three main questions in order to know the basic perspectives of both EFL teachers and students toward note-taking strategy. Moreover, to see if the EFL students qualified in this strategy. Further, to recognize how note-taking helps them in improving their skills and abilities. Those three questions have been answered through the result obtained from both questionnaires which were administered to 15 teachers and 59 second year student of the English department at Khenchela university during the academic year 2017/2018, depending on the descriptive method. From the result obtained, it is revealed that note-taking strategy plays a great role in aiding the students to understand and memorize the lecture contents. Also, it has a significant role in improving students skills and abilities.

## **List of Abbreviation**

**EFL** : English as foreign language

**I.e** : It means that

**LMD** : Licence, Master, Doctorate

**N** : Number of teachers/students

**%** : Percentage

**Q** : Question

**&**: And

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## **General Introduction**

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- 2. Research Questions**
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- 4. Background of the Study**
- 5. Significant of the Study**
- 6. Aims of the Study**
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- 8. Structure of the Study**

## **General Introduction**

### **1. Statement of Problem**

During the learning process, students may face a lot of problems while listening to the huge amount of information and facts. Either from teachers' explanation or students' presentation. Using Note-Taking as a solution to cover all the received ideas is a common strategy. It aids them to differentiate the main and the relevant ideas from the subordinate one. Also, it helps them to understand the lesson content. Despite universities students perceive this strategy in different way. They have different attitudes and perceptions toward it, not all of them are willing to integrate note-taking into their instruction, they saw it as an intuitive skills. For them they might understand and remember what is said in a lecture without writing it down. Consequently, this study attempts to examine EFL students and teachers' perceptions toward taking notes from listening during lectures. Further more, the benefits of this strategy in facilitating learning process.

### **2. Research Questions**

The present study addresses the following questions:

1. What are the basic perceptions of both EFL students and teachers toward "Note-taking"?
2. How much are EFL students qualified in note-taking procedures?
3. How does note-taking help students in improving their skills and abilities?

### **3. Basic Assumption**

It is assumed that strategies like "Taking-note" are useful for students specially, during listening. Also, it influences their abilities and skills.

### **4. Background of the Study**

Generally, undergraduate students at universities take notes during lectures. They may record every thing said or just take the important points. In addition many researchers agree about the importance of Note-taking as well as the listening skills in learning/teaching English as a foreign language domain.

Ferris and Togg (1996) argue that one of the reasons that make students take notes is that: they could not re-listen again to what is said before from a speech or presentation. Also,

note-taking helps them keeping and recording information for the later use. Moreover, Meyer (2002) claims that note-taking is one of the essential skills which should be taught explicitly. Further, Bogle and Weishar (2001) define the note-taking skill or process as the recording of the lectures' main points and ideas, which are helpful for study later on. In this regard, a study directed by Hartly (1988: 12) shows that some learners are taking notes in order to pay attention to what is said or presented in a lecture and for others, they did so because every one do it; just imitate. It also stressed that this process helps the learner to develop the cognitive abilities.

Listening carefully at class also has a great importance in learning/ teaching process. O'Mally, Chamot and Kupper (1989:434) consider listening as "*An active and consious process in which the lisetner constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fullfill the task requirements*". In this respects, Nunan (1998) believes that listening is the main skill in language learning, it helps learners to communicate in effective way. This skill takes 50% of students' total time. So the students are spending half of the time in functioning the foreign language. It was confirmed that this skill is the medium through which people gain a large propotion of their life. Including: education, how they understand the words and human affairs, ideals and sens of values. (Guo and Wills, 2006:3). For vandergift (1999:168) listening is the complex and active process in which the listener segregates between the following: the sound, understanding vocabulary and grammatical structure, interpreting stress and information, retains all of this andinterprest it within the immediate as well the larger sociocultural context of utterance. So listening is not the simple act of hearing but it is more than that.

All in all, listening and note-taking are compatable act, each one need the other. Student could not takes good notes without listening carefully and effectively, also he/she could not listen in comprehensive way without depending on noting the main ideas and facts.

## **5. Significant of the Study**

This study will be significant in so much as it will provide information about how students perceive the importance of note-taking from listening to teachers' explanation or students' presentation. In addition this could be helpful to EFL university's students.

## **6. Aims of the Study**

This study aims to examine and identify the nature of EFL students and teachers' perceptions toward note-taking from listening; during lectures at Abbas Laghrour University. It aims also to define the benefits and the different factors which influence it.

## **7. Research Methodology**

### **7.1. Choice of the Method**

The research methodology used in this study is the descriptive one. Both quantitative and qualitative data are used. The writers of this thesis followed this design because it is the appropriate one for the objective being set. Moreover, it permits them to know the EFL students and teachers' perceptions and to collect the necessary data about the subject under investigation. They did not opt for an experimental study because it requires time to measure the improvement.

### **7.2. Population**

Population of this study is university's EFL second year students and teachers of English departement of kenchela universtiy"Abbas Laghrour".

A sample of (59) students and (15) teachers were randomly assigned the questionnaire.

### **7.3. Data Gathering Tools**

The main instrument for this study is the questionnaire. In order to investigate EFL students and teachers' perceptions toward note-taking from listening during lectures, data will be gathered through two questionnaires. The first is addressed to EFL second year students at Abbas Laghrour University. And the second one is devoted to teachers at English departement.

### **7.4. Limitation of the Study**

This study examines EFL students and teachers' perceptions toward note-taking from listening during lectures. This study can identify a number of limitations, one of them; the setting. The participants of this study are as mentioned before EFL second year students and teachers of Khenchela's University, which means the results could be generalized only in this setting. Furthermore, the questionnaire here is the main instrument for gathering data. Because of the

limited time other instrument such as classroom observation or survey research will be helpful in understanding the problem under investigation.

## **8. Structure of the Study**

This research is divided into two main chapters. The first chapter is the theoretical part that includes two main sections.

The first section is going to deal with Note-taking. Its definition, its functions, its importance and its benefits, its strategies, its skills, the factors that influence students' abilities to take notes, the difference between Note-taking and Note-making and finally an additional strategies to support students' notes.

The second section is devoted to listening skills, its definition, the difference between listening and hearing, the importance of this skill, its types and difficulties, its steps, its process and finally strategies to develop listening.

Chapter two is for the practical part, including data collection, analysis and interpretation of the results obtained from the two questionnaires.

## **Chapter One: Theoretical Part**

### **Section One: Note-taking**

#### **Introduction**

Every day, during the learning process EFL students receive hundred information from the instructor, they concentrate with him to get and understand as much as they can. However, others said that it is difficult for them to remember and recognize all the ideas; it is not easy to copier down word by word the heard information. So, students in this case resort to some strategies that help and facilitate learning for them, one of those strategies is Note-taking.

Note-taking is an activity that occurs in EFL classroom and also in every day life. In addition, it is a common strategy to understand and remember new information, it involves recording the important ideas and facts which are discussed at class room for later use. To make it significant, students have to receive training of this process which makes them aware of its benefits.

This section will target the definition of note-taking, its importance and benefits, further, it will discuss the function, skills and methods. It will be also provide learner with the factors that infleunce their abilities to take notes, in addition to the difference between note-taking and note- making and finally an additional strategies to support students' notes.

#### **1.1.1. Definition of Note-taking**

Through time, many researchers tried to give different definition to simplify and clarify the process of note- taking. O'Mally and Chamot see that note-taking is writing down the key words and concepts in abbreviated verbal, graphic or numerical form to assist performance of a long task, which means recording the main idea in different ways. In this respect, Jordan (1997) recognizes it as the abilities, techniques and strategies which are used when one read or listen for study purpose. Moreover, Hicks (1993) stresses thatnote-taking is a tool of writing down the explanation of some information, after that organizing and making relation between them to understand better.

According to Mc Pherson (2007:11) note-taking is a way of storing information, he says "*Note-taking is primarily tool to encode information effectively in your memory*". Accordingly, Fajardo (1996) agree that note- taking is a complex exercise which links reading/ listening with selecting, summarizing and writing information. In this regard, Raimes

(1938) considers that people in real life are not obliged to write down every word they hear at class room, students write down summary or the most important information of the conversation, he regards the advanced student as the one who can takes notes from along passage also use some words and singles to give the point more importance.

Piolat, Olive and Kellogg (2005:291) Say " *note -taking is a complex activity that requires comprehension and selection of information and writingproduction processes.*" Therefore, it is a collection of information reterieved from single or multiple sources to maintain memory and help learners to carry out events and activities. In addition, Turkel and Peterson (1930:3) claims that note-taking is a muscle activity, this act helps learner to remember the idea that he/she writes them down. More importantly, Wallace (2004) states that "*note-taking is writing down an important point from that you read or hear*".He recognizes it as the process of noting important points which are represented by different source.

To warm up, note-taking is one of the convenient and effective ways that helps student to recieve, restruct and remember the materials that are thaught in class. Note-taking allows students to avoid details, they select and write down the most important idea and facts, restructure and recapitulate the form and the content, store and retrieve them for better understanding.

### **1.1.2. Function of Note-taking**

Correll, Dunkel and Mollaum (2002) suggest two major functions concerning the process of note-taking:

#### **1.1.2.1. Encoding Function (Encoding Hypothesis)**

By using the note-taking, the learner could store the information in his/her mind, then he/she could learn and memorize it. The encoding process accurs when the learner record information from a listening or reading material, they call it also the process function. For Corell, Dankel and Molaum (2002:3) the act of note-taking helps lectures in learning, it activates attentional mechanisms and employs the learner's cognitive process of coding, integrating, synthesizing and transforming the aurally input into a personally meaningful form.

According to Kiewra (1987) the encoding process facilitates learning. It helps the students to increase their attention on the lecture. Also, to remember well the content of notes which have been taken. In the same line of thought, Divesta and Gray (1972) claim that the role of encoding operation manifested in transferring data from short-term memory to working and long term memory. It urges learner to be selective and choicy, he/she paraphrase what he/she selected instead of copying it.

Researchers agree that the process of recording notes facilitates and improves student's performance. It increases his/her attention, the awareness of text organization, stores information and encourages the student to compare between the material and the previous learned information (kiewra, 1987). In short, it affects his/her retention. To confirm this, Davesta and Grays (1972) compare the assessment result between students who asked to take notes while listening to the lecture and those who were ordred to do not use so. Results show that students who took notes have better performance than those who did not. Kiewra (1989) adds: this comparison of the performance determines the encoding function.

The Encoding Function is affected by one factor which is the quick and heavy presentation of lectures (Cook and Mayer, 1983). Similarly Kiewra (1989:149) mentions "*in such cases, more attentional resources must be spent to process the rapid or dense lecture presentation. Therby, leaving few resources for note-taking activities aimed at encoding*".

#### **1.1.2.2. Product Function (The External Storage Hypothesis)**

This function is related with recalling information through reviewing because it transfers the ideas or information from long-term memory back to working memory. It suggests that notes are valuable as a product. It also called the product function. This function is important because the notes/products serve as an external storage of information which can be used in reviewing the content in slowed or to answer the question (kiewra, 1987).

Fillipo and Coverl (2009) stress that lectures notes are used by students to avoid forgetting the important ideas of the lecture, to revise the information that he/she forgot or as a bottom for future generative activities. Note-taking is necessary thus it is works as an external storage of ideas and information that are available for later review. Furthermore, according to 24 researchers reported by Hartly (1983) and Kiewra (1985a) showthat learner who revised their notes had better performance than those who outlawedfrom reviewing in many tests. Hence The Storage External Function is so helpful and useful in retrieving

information (as cited in Kiewra, 1989). Then as well, Carrel, Dunkel and Molloum (2002:3) gave a large important for note-taking since it serves as an external repository of information which admits later revision and recall the heard information.

All in all, functions of note-taking are compatible, each one complete the other one, and the combination of them is seen as beneficial for students because they include both to record, review and emphasize more on the important points, instead of details.

### 1.1.3. Methods of Note-taking

Taking notes while listening or reading a given material is not an easy task. For this reason researchers provide five methods in order to help them achieving better their study's objective. Those methods are:

#### 1.1.3.1. The Cornell Method

This method of note-taking was created in 1950 by Dr, Walter Pauk professor of education at Cornell University. New York. Accordingly Gary E. Meacher (2012:13) stresses that this method is the appropriate way for students. In this method the students divide the paper into two main columns. The left column is used for the key words; questions and diagrams. Whereas the right one is for recording the notes in paragraph that describe it. Also, student may add another column on the bottom for summary of those notes.

This method is beneficial and useful for student to review and record the notes because of its form that makes the notes well organized. Furthermore, it is too simple, it saves students time and effort.

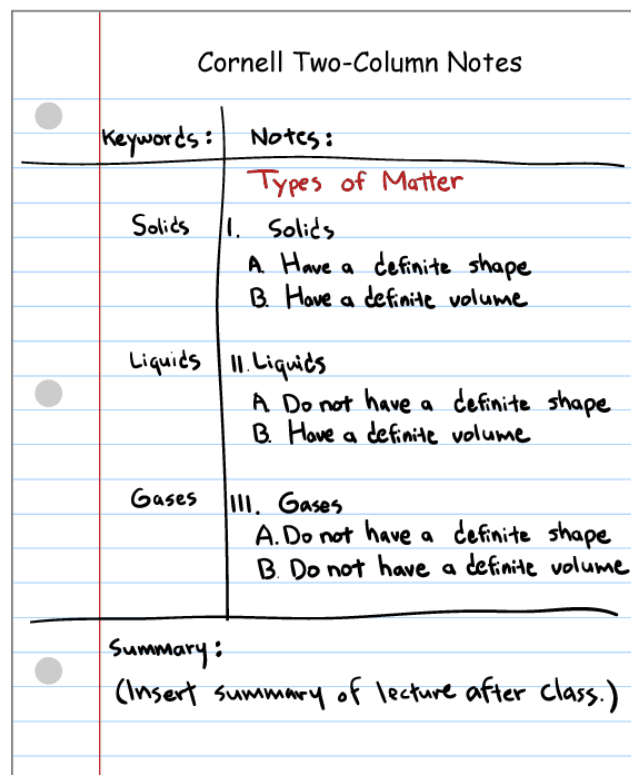


Figure 1. The Cornell Method (Google image, 2018)

### 1.1.3.2. The Out Line Method

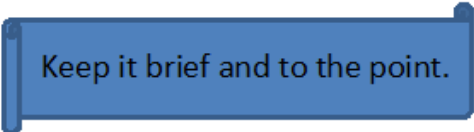
According to Halonen and Santrock (2012) the Out line Method is used for presenting the difficult and complex point of the material in well structured organized way. It helps students to distinguish between the main and the supporting ideas from general to specific. This method has many advantages, it is useful in any note-taking situation: interview, lecture... etc. In addition, it based on writing the main information on the left of the paper while the supporting information or details on the right side. The note-taker can identify the notes by numbers, roman numerals, Letters... etc to show the minor and major point.

The picture bellow shows how the out line method functions:

#### Outline Method/Traditional Method

---

- I. **How to Build a Tree House (Main Topic or Idea)**
  - A. **Supplies (Subtopic)**
    - 1. **Lumber (Support)**
      - a) *10-2x4 (Clarification or list)*
      - b) *6-2x8 (Clarification or list)*
    - 2. **Nails (Support)**
  - B. **Plans (Subtopic)**
- II. **Fundraising (Main Topic or Idea)**



Keep it brief and to the point.

Figure 2. The Out Line Method (Google image, 2018)

### 1.1.3.3. The Mapping Method

It is one of the best ways to organize the information specially for the visual learners. It is a strategy in which the students turn the content of the material into a visual representaion. So that students can keep the information and review it easily (Holonen and Santrach, 2012:65).

The main advantage of this method is that the learner could visualize and classify the ideas in way that shows the relationship between information. Buzan (1991) clearly suggests for student to use colors, symbols, codes to represent the information in easy way. The features of this method appear as follows:

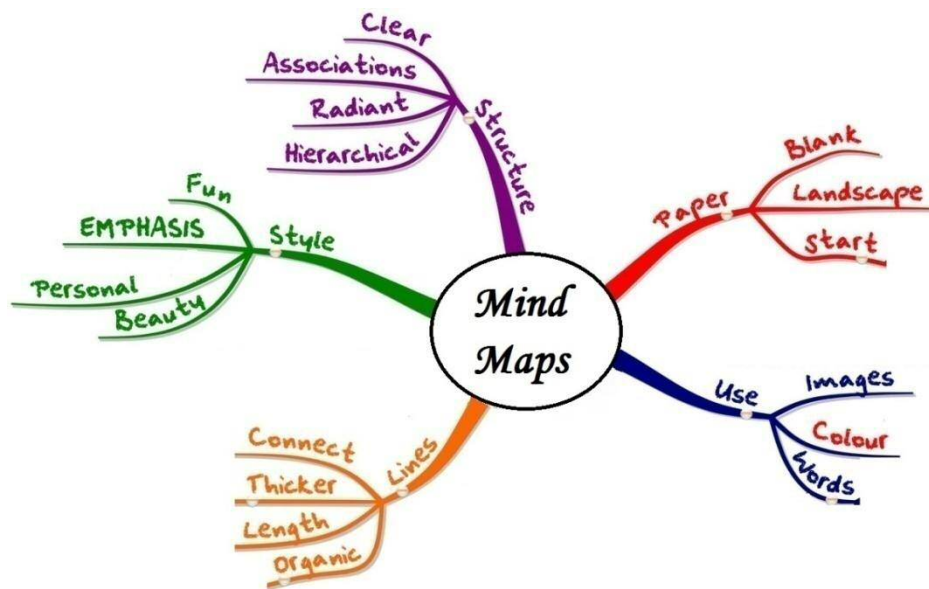


Figure 4. The Mapping Method (Google image, 2018)

#### 1.1.3.4. The Charting Method

Blerkom (2010) considers this type as the most organized one, it needs from student to know well the lecture content, since this method based on classifying the ideas into categories in a table. In this method student is going to develop the categories then writes the different features of each type. By using the charting method, student will identify the facts and the relationship quickly. Furthermore, it is useful when the learner wants to compare and contrast the different ideas of the material's categories. Like this student selects easily the relevant ideas which he/she needs.

The Charting Method  
(Title)

Monday, March 12, 2012  
page 1 of 1

| How?   | Advantages  | Disadvantages  | When to use it?   |
|--|---|--|---|
| Set up your paper in columns and table headings.                                   | Helps pull out the relevant information.  | Can be a hard system to learn to use.  | If you'll be tested on facts and relationships.   |
| The headings could be categories covered in the lecture.                           | Reduces the amount of writing required.   | You will need to know what content is being covered at the beginning of the lecture. | If content is heavy and presented quickly — such as a history course with dates, people, events, etc. |
| Insert information (words, phrases, main ideas, etc.) into the appropriate column. | Provides easy review for memorizing facts and studying comparisons and relationships. |  | If you want to make an overview of the whole course on one big paper.                                 |

Figure 4. The Charting Method (Google image, 2018)

### 1.1.3.5. The Sentence Method

The sentence method is used for note-taking in classes that are moving very quickly or when the information is not presented in an organized way. Students write each note, fact, idea on a new line using a complete thought or sentence, numbering each one. This method is beneficial especially when learners receive a lot of information and he/she does not know how the ideas fit together. Moreover, it is better for students to write the ideas in separate sentences rather than in paragraphs. However, the users of the sentence method find it hard to determine major/minor points. (Cal Poly San Luis Obispo, 2010)

To sum up, learners need to use different methods in order to make their notes well structured and clear. Also, no one can be sure that one of those methods is the best, it is according to the student's learning style and the content of the material.

### 1.1.4. Note-taking and Note-making

Note-making and Note-taking, some researchers use both of them as one concept and prefer the term "Note-taking" since they are the same. However, others believe that note-taking differs from note-making, and each one has its meaning, systems, role... etc.

Jordan makes a distinction between the two techniques, he argues that making notes needs from the student to think in order to paraphrase or summarize the information. But for note-taking he/she is going to record what he/she hears or writes. In contrast, Nevill (2010)

considers Note –taking making as an important method in the learning process. He claims that the both are a summary for the peace of information which students discuss it at classroom. By using such techniques student will think about his/her and other student ideas. Furthermore, it helps him/her to use the notes as a reference for revising. For Mc Pherson (2011), notes are taken from books or lectures. However, she sees the making- notes as a plan for an essay or preparation for exam.

To sum up, the fact of using note-taking as the same in meaning for note- making is because of students' needs, their want is just to records the necessary information for the later reviewing and it is the main goal.

### **1.1.5. Skills of Note-taking**

In order to analyse and understand well the information that has been taught. Hughes (1991) suggests four main skills of note-taking which are: listening, cognitive processing, recording the content of the lecture in writing form and reviewing the recorded information.

#### **1.1.5.1. Listening**

At classroom receives many facts and ideas which he/she transforms it into meaningful utterances. With the need of paying attention. Williams and Eggert (2002) stress to this idea saying that listening is highlighted by equating it with paying attention.

#### **1.1.5.2. Cognitive Processing**

For Suiritsky and Hughes (1991) the cognitive processing involves two stages: the first is about understanding every lecture point or idea. Then the second stage connects what has been understood with one's existing knowledge. This link is important for student as Kiewra (1985) states "*when student restate and reframe a lecture's explanation, they will set the stage for more understandable note- taking, and reflect a deeper level of processing*".

#### **1.1.5.3. Recording:**

It involves recording the main ideas as well as the subordinate one. For Kiewra and Fletcher (1984) it is better for note taker to emphasize on the main point rather than details. The recording process is writing down the interpreted information while listening actively to the instructor (Williams and Eggert, 2002).

#### **1.1.5.4. Reviewing:**

Reviewing is an important skill which the note taker should have. According to Kiewra (1985:396) recording the information is an effective activity only if those notes are reviewed. Moreover, Bligh (2000) claims that reviewing improves the student's abilities to recall the noted information.

#### **1.1.6. The Importance and Benefits of Note-taking**

Many researchers agree that note-taking is benefits a lot for students. They consider it as an important tool, not only to aids for later revision but also many other benefits.

Armbuser (2009) writes that in higher education setting, the favorite and the most common strategy/method of studying is taking and reviewing lectures notes. Most importantly, Peper and Mayer (1986) insist that note-taking helps learners to be more selective, to organize their thought and make a relation between the present and the previous learned material. Also, it lets students pay great attention; consciously or unconsciously to what is said or read. Thus, this process increases concentration, because it obliged the student to gather both main ideas and details.

According to Van Dijk and Kintsh (1983) who notices that note-taking can not be associated to simply copying what is heard, observed or thought. It is more than this, it indicates comprehension and written production. Specifically Fajardo (1996: 35) claims that "*note taking facilitates...as well as oral and written expression*". In other words, note-taking rises and develops the student's written proficiency and oral performance. It aids him/her to engage in the writing process. In the same line of thought, Ladas (1980) recognizes that students can consider lecture notes as a materials for reviewing, since it helps them to encode the involved information.

Johnsn (1995) demonstrates that note-taking improves student's writing skills. When he /she has to select, organize and use his/her own words in well structured pattern. Kiewra (1987) indicates that the note-taking process is beneficial for two reasons: the first one, it helps in lecture learning by engaging the learner synthesizes and transforms the aurally received input into personally meaningful form. Also, it activates attentional mechanisms. The second reason that makes this process beneficial is the external store of information which note-taking offers for later revision and for recalling the heard information.

For Fajardo (1996:23) learners benefit a lot from lecture notes because it makes them understand well the content of the lecture. He says "*note-taking assists the listener to achieve a better understanding of what is presented*". Accordingly, taking notes allows students to become actively involved in lectures. Not only that but also helping them to prepare for tests (Henk and Stahl, 1985).

To conclude, note-taking is a useful and helpful device for learners, it increases the student's attention; understanding and retention of the lectures. Besides its positive effect on enhancing learners' achievement in tests and exams; through revising and reviewing.

### **1.1.7. Factors Influencing Note-taking**

Listening to new or unfamiliar information while taking notes is a complex process. During it student will may affected by some factors. Those factors may decrease or increase the students' abilities of taking notes. Such as: Teachers' habits, it is said that teacher has a great impact on student abilities. Chany and Li (2015) claim that one of the teachers role is to guide students to have a good habits of taking- notes. This can be achieved by improving their skills, teaching them the note-taking techniques. Also, guiding them through choosing the appropriate one which meet their needs. So, teachers should show their students how they become effective note takers and listeners.

Wetzele, Kester, Merrienboer and Broers (2010) consider the prior knowledge as one of the main factors that influence on the note-takers. They see that student who has high prior knowledge benefits from note- taking more than those who has low prior knowledge or for some students limited one. Moreover, the student learning style affects also the process of taking notes. There are three types that the learner could be at classroom that are: visual, auditory and kinesthetic learner. The first one, the visual learner who prefers learning from books, using colors, pictures, maps, diagram...etc as a tool to record his/her notes. He/she concentrates on the teacher face when he explains. For the auditory learner, is the one who finds listening to new information and discussing it as away to engage actively at class. But the learner who learn by touch and moving is the kinesthetic learner (Tileston, 2005).

Another factor that Castello and Monereo (1999) agree about its influence on note takers abilities is the strategic knowledge, in other words, when and why the student takes notes and by knowing the purpose the student will perform better.

To warm up, those factors and others, both students and teachers should consider them during learning process as it said before because of its direct or indirect impact on students' abilities to take notes.

### **1.1.8. Additional Strategies to Support Students' Notes**

Knowing the factors that influence students' abilities to take notes. In addition to the importance, the skills, the function...etc, is not enough for students to become a good note-takers. They need to adopt some techniques such as:

#### **.Using abbreviation and symbols:**

For Wallace (1984) there are three categories of abbreviation:

**a. Field abbreviation:** it learned as a part of study in some field, as an example:

C is stand for Carbon and Ca for Calcium.

**b. Commonly understood abbreviation:** which all the disciplines use it and it is easy to understand, for example:

The term "i.e" is an abbreviation for "equal to" and "that is".

**c. Personal abbreviations:**which made by students themselves, it is helpful to save time specially for the repeated words as:

"Gov" means "Government" "b4" means "before"

Further, using abbreviation is an effective and helpful technique for note-taker specially the personal one, as Pauk and Owens (2011:369) state "*Develop your own abbreviation of words you commnly use.Be careful not to go overbroad with abbreviation, however.Abbreviating words my save you time to begin with, but you don't want waste that time later trying decipher your unfamiliar shorthand*".

#### **.Underlining and Highlighting Notes**

From using this technique the students know the ideas that they have to stress on. Kiewra (1987) argues that this technique saves students time and efforts. He advises the students to use it.He mentions also, that students have to decide what are the major ideas to highlit and underline them only.

## **.Teacher's Notes**

Teacher may provide students with another source of information which is the handout, the copies of their own lecture notes. In this respects, Kiewra (1985) says“*instructor notes can effectively supplement students' notes by answering their accuracy and comprehensiveness*”. In this handout, teacher may add some suggestion, comments...etc. kiewra mentions also that teachers' handout should not include all the lecture information in order to oblige the students attending the lectures.

Moreover, Stedler (n.d.) and Dietsche (2000) provide some tips that could be useful for students to use when they take notes like:

- . Try to use your own words and write what you have understand using the key words and concepts.
- . Focus with teacher, his key ideas, gestures and the tone of his voice.
- . Do not bindyour self with one of the note-taking method try all of them till you discover the appropriate one for you.
- . When you write notes, do not forget to leave spaces between them so that you can add later details, questions or remarks.
- . Illustrate your ideas and information, because examples help you to understand better.

## **Conclusion**

As a conclusion, note-taking is a common and significant strategy which used in education domain. Note-takers use it as a tool for remembring and understanding the discussed information at classroom. For effective notes, students may take notes through the cornell, the mapping, the charting, the out lininig or the sentence method. Hence students should be aware of the importance and benefits that can profit from this strategy and its useful function and skills. In fact coping down the importance information is not an easy activity to do. It may be influenced by different factors which obstruct the process of note-taking. Teachers can help students by showing them how they become effective note-takers by using some additional strategy which supports their notes. Further how they use note-taking as a term in different or similar way to note-making.

## Section Two: Listening Skills

### Introduction

Mastering the four skills that are-listening, speaking, reading and writing- is the main point in the process of acquiring the second language. In this section, the light will be focused on the listening skills. Its definition, importance, process, the problems that face the students and teachers in listening, the difference between listening and hearing and the last one the strategies that develop the listening comprehension. All these aspects are going to be discussed and illustrated in depth.

### 2.1. Listening Definition

Almighty God has given us one tongue but two ears, so that we will be able to hear twice as much as we speak, listening skill is considered as the first communicating vital function that people learn and which is used more than any other skills. It is the first activity of estimating the different kind of sounds.

Listening is a dynamic interpretive process and much more complex than that. Actually listeners are actively pay attention and working on understanding and interpreting what they hear. In this regard Howatt and Dakin (1974) argue that listening is the ability to identify and understand what the others are saying, this involves understanding the speaker's accent and pronunciation and grasping his meaning. In other words as Underwood (1989) claimed, listening is a process that request much attention or concentration by the learners in order to get message cross.

Dispite the fact that many researchers have found difficulty to put an agreed definition of listening. Purdy (1991: 11) defines listening as *"the active and dynamic process of attending, perceiving, interpreting, remembering and responding to the expressed( verbal and non-verbal) needs, concerns and information offered by other human being"*. Similarly, Rubin (1995: 151) denotes listening as an active process in which a listener selects and interprets information which comes in auditory and visual clues in order to define what is going on and what the speaker trying to express. In this regard, Newton (2009 :38) saysthat *"listening is the way of learning the language.it gives the learners information from which to build up the knowldge necessary for using the language"*

To sum up listening is an active process of attaching meaning to the speech sounds.

## **2.2. Importance of Listening**

Listening has an important role not only in daily life but also in class room settings. As Guo & Wills (2006) stress “*It is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sens of values*”. Therefore, developing listening skills is the most important factor in language learning to improve the other three language skills (Kim, 2014). Further, Rivers (1981) emphasizes the importance of listening and speaking by comparing the amounts of each one. She says that listening amounts is twice of speaking, four times of that reading and five times of that writing.

Mendelson (1994) reports that listening skill has a great importance in language learning process, he says that “*the total time spent on Communicating, listening takes up 40-50 %, Speaking 25-30% ; Reading 11-16 % ; and writing about 9 %*”. More than that, Nunan (1998) believes that listening is the basic skill in language learning and learners will never learn how to communicate effectively without effective listening skills. Also, over of the time that students spent functioning in a foreign language will be devoted to listening.

To conclude, listening is an essential skill which needs more attention and concentration by both the curriculum designers and the EFL instructors.

## **2.3. The Difference between Hearing and Listening**

The good starting point for dealing with the listening skill in foreign language teaching is to consider the following question: How is Hearing different from listening? The two activities hearing and listening are often used interchangeably and they involve the use of ears but there is an important difference between them. Hearing refers to the sounds that you hear but listening requires more than that it requires pay attention not only to what is said but how is told.

Rost (2002) sees that hearing simply is the form of perception while listening is an active and intentional process. Despite, both of listening and hearing involve sound perception and the difference between them reflects the degree of intention. Moreover, Kline (1996) considers the awareness of the difference between hearing and listening as an important feature for learning and teaching listening skill effectively. He describes the difference as follow “*Hearing is the reception of sound, listening is the attachment of meaning to the*

*sound, hearing is passive, listening is active*". It means that hearing is just receiving the sound whereas listening is to give more attention to what is said.

As a conclusion, the terms listening and hearing are not synonymous. Hearing occurs when your ears pick up sound waves being transmitted by the speaker. However, listening involves making sense out of what is said or transmitted.

#### **2.4. Teaching Listening Processes**

Wilson (2008) states that there are two models one should know if he wants to define or describe the listening process. He says " ... *while examining the difficulties ; researchers have tended to use two models to describe the listening process there are the bottom-up model and top-down model. the bottom-up model emphasizes the decoding of the smallest units phonemes and syllables to lead us towards meaning .the approach is based on discrete units of language in the text*". In this regard, Nunan (1998: 25) indicates that the good and successful listener is the one who use both strategy the bottom-up and top-down. They help in improving the listening comprehension.

According to Hamer (2001: 201), to get a general and clear picture of what the text is about. It should first understand the reasonable proportion of the details gained through the bottom-up processing. Further, Nunan(1998) states that the top-down processing is hearing the first part of the sentence, then think and start predicting of what the rest might be. But the bottom-up processing involves constructing meaning from each sound you hear, those sounds transformed into words, than into grammatical relation until reaching the given meaning.

Richard and Renandy (2002: 7) summarize these two concepts saying "*whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language*". They add that the two processing skills do not co-occur separately, they co-occur side by side to achieve a successful communication. In this regard, Harmer (2001: 18) sees that in order to realize successfully the process of listening; it is better to suggest a combination between the two processing which are "Bottom-up" and "Top-down".

#### **2.5. Types of Listening**

Listening is a process of interpreting a piece of speech that is introduced by somebody. However, different situations require different types of listening. The listener may listen to obtain information, improve a relationship, gain appreciation for something, makes

discrimination, or engages in critical evaluation. In this line of thought, Kline (1996) proposes five types of listening which are: Informative listening, relationship listening, appreciative listening, critical listening and the last one is discriminative listening.

### **2.5.1. Informative Listening**

Informative listening or "listening to understand" is a situation in which a learner tries to understand the message. In fact, this type of listening is found in all the areas of lives and much of learning comes from the informative. Additionally, listeners are capable of understanding when their comprehension of the meaning of the message is in close to the intension of the sender.

In fact, learning depends on listening specially during lecture or instruction as an example when one listens to teachers' explanation, he/she learns lot of facts, the validity of the recieved information depends on how well he/she listens. Also, in the work place, the workers listen to understand new practices or procedures and how well they perform depends on how well they listen.

There are three key varibales related to informative listening, knowing these variables could help the listener to improve skills of this type. Which are: vocabulary, concentration and memory.

#### **2.5.1.1. Vocabulary**

It is clear that by increasing the vocabulary the potential for better understanding will increase. Additionally, the interest in words and language makes a conscious effort to learn new words by breaking down the unfamiliar words into their component parts.

#### **2.5.1.2. Concentration**

Concentrating with the speaker does not mean remembering all what he/she said, sometimes the listener could remember many things; even if he did not focus with the speaker and vice versa, he may forget many details even he/she is listening carefully most of the time, which means that human memory is not related to concentration.

### **2.5.1.3.Memory**

Memory plays an essential role in functioning the informative listening strategy, for the reason that processing information need bringing memory into play memory helps the informative listening in 3 ways:

. It allows recalling the necessary information and experiences to function in the world. i.e. memory is the humans' knowledge bank.

. It establishes expectations concerning what you will encounter. It is not easy to make a common decision in life without memory of our past experiences.

.It allows understanding what the others say. Memory holds a lot of concepts and ideas which used to get and understand the meaning of messages.

### **2.5.2. Relationship Listening**

The aim of relationship listening is either to help an individual or to improve the relation between people. In other words developing the relationship and creating a contact between speakers. In this the listener's main goal is to make a new relationship with speaker by listening carefully and share ideas together, in order to know and understand each other very well.

### **2.5.3. Appreciative Listening**

Appreciative listening is one of the most enjoyable types of listening. It includes listening to music for enjoyment, play in theater, radio or films and television. It has a relation with the task or style you listen to. Kline (1996: 34) states "*it is the response of the listeners not the source of the message that defines appreciative listening*".

### **2.5.4. Critical Listening**

This type of listening allows listeners to give their opinions, evaluate and judge the messages and this let the listener rejects or accepts what is being said. So, listeners are recommended to give their opinions about what they hear in every day life. As what kline(1996) says "*the ability to listen critically is essential in democracy.it is essential every where,on the job,in the community, at service clubs, in places of worship, in the family, there is no place where critical listening is considered unimportant*".

### **2.5.5. Discriminative Listening**

Discriminative listening considers as the basic of all other four types of listening because of its goal which is focusing on the sound itself. For Barry and Derrington (2004: 42), the listener in this type is able to identify and distinguish the inferences or the emotions through the speaker's changing of voice, tone and their use of pauses.

Kline (1996: 49) asserts that there are two points which should put into consideration. The first one is Hearing Ability, which is the listener' ability of discriminating sounds. The one who has not this ability will find difficulties and obstacles in hearing. The second point is The Awareness of Sound Structure. For instance, native speakers become quite proficient at recognizing consonants and vowels sounds that do or not appear at the beginning, middle or at the end of the word.e.g: a listener might hear "this andal" Moreover, the speaker was said "this handle". The listener who pays attention to sound structure would recognize that rapidly. An other example: 'Idrankitfirst' could mean either 'I drank it first' or I'd rank it first 'thus attention to the sound structure of language will lead to more proficient discriminating listening.

To conclude, listeners act in different ways according to their goal for listening and this various types are proposed in order to develop their listening plans.

## **2.6. Listening Difficulties**

During EFL class-room learners and even teachers face different problems and difficulties which hinder learning/teaching process. Listening difficulties is the most common among those difficulties. In this case, the researchers suggest the main difficulties of listening and they divided it into two section: Problems related to speaker for example: pronunciation, different accents, speed of speech and others related to the listener such as: lack of background, lack of concentration...etc.

### **2.6.1.Problems Related to Speakers**

#### **2.6.1.1. Speed of Speech**

According to Underwood (1989: 16), the speed of speech is the main difficulty that learners complain most of the time about. He states that "*Many English language learners believe that the greatest difficulty with listening comprehension, as opposed to reading comprehension is*

*that the listener can not control how quickly a speaker speaks*". Which means, the listeners can not command the speed or the rate of the speaker when delivering the message.

#### **2.6.1.2. Pronunciation**

For Barker (1971: 13), Pronunciation forms a great challenge for the listener. It considers the key element that affects on the comprehension of what the speaker trying to say. Thus, in this case the speaker needs to play a big role in speaking with and understandable pronunciation that suits the listener's ability to grasp his intended message. (Cited in Zelas. R, 2013).

#### **2.6.1.3. Different Accents**

According to Barker (1971), in learning English language students need to deal with various accents of English language; such as American, British, Australian and others. In fact, those different accents create many problems for foreigner learners, because each accent has its own features that make it distinctive from the other one and this makes learners confused in identifying the given accent. For this reason teachers and learners usually prefer to deal with the British English as a standard language, rather than making it hard by dealing with the other accents. (Cited in Zelas. R, 2013).

### **2.6.2. Problems Related to Students:**

#### **2.6.2.1. Lack of Vocabulary Background:**

According to Underwood (1989: 17) who stresses that "*An unknown word can be like a suddenly dropped barrier causing them to stop and think about the meaning of the word and thus making them miss to the next part of the speech*". For instance, in any conversation speakers may use words that may be not know its meaning or may be those words are not comprehended by listeners. In this case, the speaker is going to stop talking and starts on thinking about those words and of course this leads him/her to forget what remains of the passage.

#### **2.6.2.2. Lack of Concentration**

Hamouda (2013: 129) claims that missing some of the lecture content by the students is because of the lack of concentration and this effect on their understanding of the whole lecture "*failure to concentrate will result in the students missing some of the lecture content which will be eventually affect their understanding of the whole lecture*". Over and above, when the

learners stop concentrating, they will be unable to grasp the message that they missed during the lecture. To prevent, teachers should guide their students by helping and showing them how to concentrate on what is being said, because students do not know the strategies needed for doing so. As Yahya (2007:41) states "*The absence of strategy will undoubtedly lead to distraction and lack of concentration which might in turn lead to distress and worry*".

### **2.6.2.3. Noise**

The number of the EFL students at classroom has a negative impact on their listening comprehension and skills, i.e. The more number of the students is the less chance of listening comprehension because the huge number of students leads mainly negative noise and then confusion. Further it will cause a problem in providing the listening physical settings where which listening should be applied (Underwood, 1989). So, Problems in listening were accompanied with the four following factors: the message, the speaker, the listener and the physical setting.

## **2.7. Strategies to Develop Listening**

During lectures students use some strategies and techniques that facilitate for them the learning process. One of those techniques is listening strategy. Chamot (1987) states "*listening strategies are techniques, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information*". Those strategies are very important in language learning because they are tools for active, self-directed involvement which is essential for developing communicative competence. (Oxford, 1990). Furthermore, Vandergrift (1999) considers strategies as the conscious means by which learners can guide and evaluate their own comprehension and response.

In order to develop listening skill researchers work on three main strategies which are: Cognitive, Meta-cognitive and Socio-affective strategy.

### **2.7.1. Cognitive Strategy**

Cognitive is a strategy used to understand linguistic input and obtain data. According to Lynch (1995), who states that "*cognitive strategies are used by listeners to focus on what is being said*". As an example, learners sometimes do not know the meaning of the word they try to guess from the context. Besides, Rost (1990) argues that the cognitive strategies involve transfer, translation, repetition, note-taking, deduction and imagery. More than that,

this type of strategy reflects the mental manipulation of any tasks. ( O'Malley and Chamot, 1990). For example practicing and analyzing enable learners to understand and produce new language by many different ways.

### **2.7.2. Meta- cognitive Strategy**

Meta-cognitive can be defined as "thinking about one's own thinking". This method deals with learning process, i.e. How to plan, monitor and assess the gathered information from the listening part, the same as pre -listening activities. In meta-cognitive strategy the main goal is to make learners conscious when they listening to the text carefully (Holden, 2004). In this regard, Lynch (1995) argues that meta-cognitive strategies are a kind of listening strategies which involves planning, monitoring and evaluation or comprehension.

### **2.7.3. Socio-affective Strategy**

Socio- affective strategy is group consisting of cooperation and questions for clarification. According to O'Malley and Chamot (1990) who say that "*Socio affective strategies refers to strategy that learners use to learn by interaction with their class-mates and questions that are asked from teacher to understand the special subject or remove or lower their anxiety*", which means that the socio-affective strategies describe the technique use to elaborate with others and to verify understanding or to lower anxiety. In this line of thought, Rost(1990) states that socio-affective strategies include questioning for clarification, cooperation, lower anxiety and self-encouragement.

## **Conclusion**

As conclusion, listening considers as the most important skills. Also, it is a complex and active process which needs a great attention and concentration to what the others are saying, either in daily life or in EFL classroom, listening has many methods and activities that students should follow and practice intensively..

## Chapter Two : The Field Work

### Introduction

The field work aims to investigate teachers and students's perceptions toward the note-taking strategy from listening, during EFL lectures at Abbes Laghrour University. The previous chapter has conducted a literature review about note-taking as well as listening skills. Whereas this chapter is concerned with the practical part which aims at analyzing and discussing the two questionnaires assigned to both EFL teachers and students.

### 2.1.Data Gathering Tools

The main instrument used in this study is the questionnaire, for both quantitative and qualitative data. For Singh (2006: 191) "*a questionnaire is a form which is prepared and distributed for purpose of securing responses. Generally, this questions are factual and designed securing information about certain conditions or practices, of which is presumed to have knowledge*" This important instrument is divided into different types: Dichotomous, Closed-ended and Open-ended questions.

The first one, Dichotomous question is the one in which we can find two possible answers, as Nongundkar (2002) describe it. An example: yes/no, agree/disagree.

The second one Closed-ended: this kind of questions gives possibilities for the respondents and it limits them by choosing only one answer (Mc Burny, 2009: 246). Example: always/sometimes/rarely/never.

Open-ended question: this type provides the respondents the opportunity to use their own words, as Williams and Micallef (2009: 112) claims "*this allows respondents to providetheir own response if they disagree with the given alternatives*".

### 2.2. Questionnaire of Teachers

#### 2.2.1. The Sample

The total population of the present study is comprised of 26 teachers of the English department at Abbes Laghrour University. Hence, the sample of this study is 15 teachers, it has been chosen randomly from the total population.

#### 2.2.2. Discription of the Questionnaire

20 teachers of English departement were asked to answer the questionnaire, which was composed of (24) of dichotomous, closed-ended and open –ended questions. The questionnaire is divided into four(4) parts: Background information, Note-taking, Listening skills and the relation between both (Note-taking and listening skills)

**Part One : Background Information (Q1 –Q3)**

This part seeks for general information about the teachers, their gender, status and the teaching years.

**Part Two : Note-taking (Q4-Q14)**

It is designed to investigate the teachers' perceptions toward the note-taking strategy.

**Part Three: Listening Skills (Q15-Q20)**

The questionnaire third part aims to know the teacher's perceptions toward the listening skill and tasks during classroom. It is composed of six (6) questions.

**Part Four (Q21- Q24)**

This part is consisted of four (4) major questions in order to investigate teacher's perceptions toward taking notes from listening during lectures.

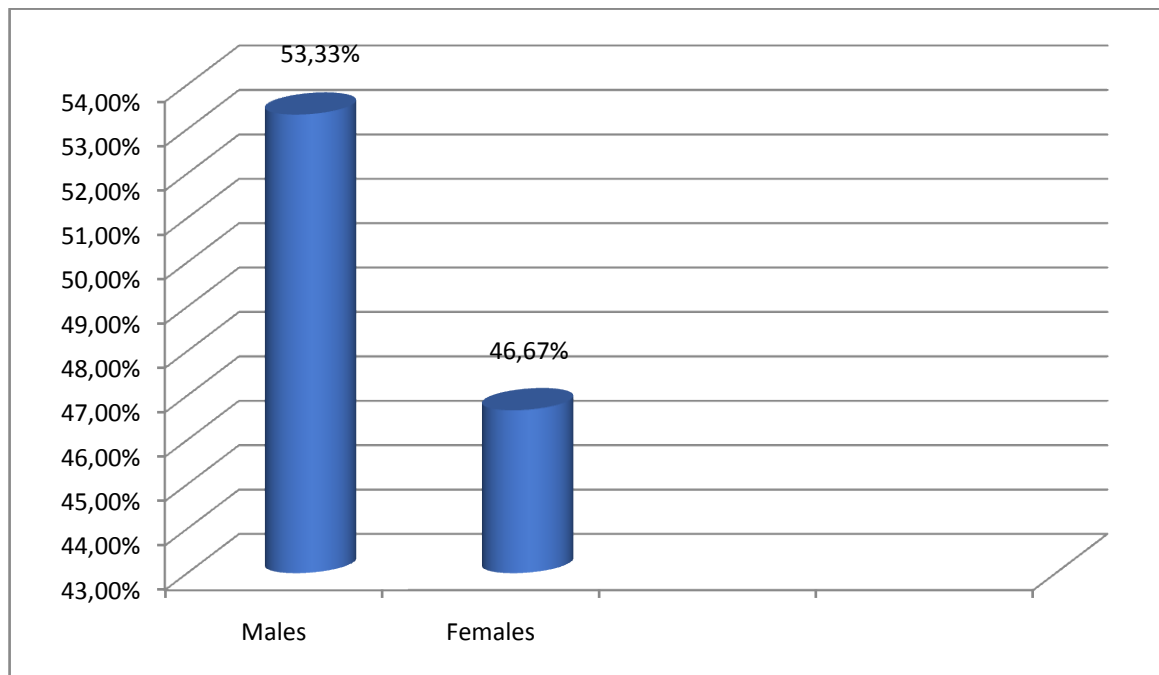
## Analysis and Interpretation of The Result

### Part One: Background Information

Q1: Teachers' Gender

**Table 1. Teachers' Gender**

| Options | N  | %     |
|---------|----|-------|
| Males   | 8  | 53,33 |
| Females | 7  | 46,67 |
| Total   | 15 | 100   |



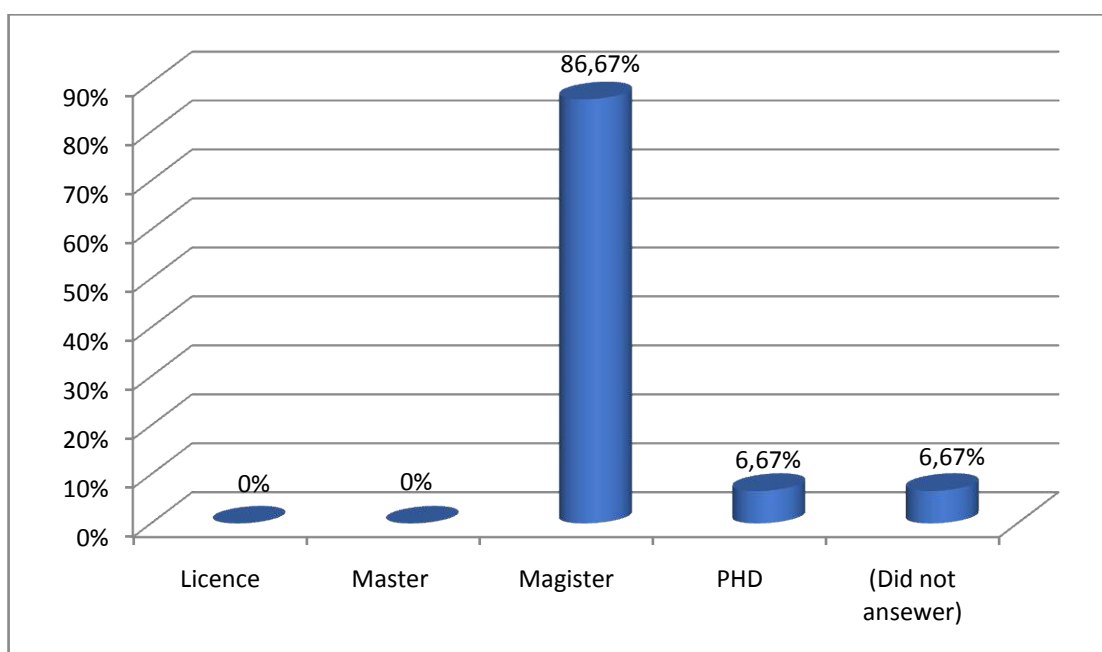
**Figure 5. Teachers' Gender**

As shown in the figure above, males who complete the questionnaire represents (53.33%) of the sample. While females are (46.57%).

## Q2: Teachers' Status

**Table 2. Teachers' Status**

| Options          | N  | %     |
|------------------|----|-------|
| Licence          | 0  | 0     |
| Master           | 0  | 0     |
| Magister         | 13 | 86,67 |
| PHD (doctorate)  | 1  | 6,67  |
| (Did not answer) | 1  | 6,67  |
| Total            | 15 | 100   |



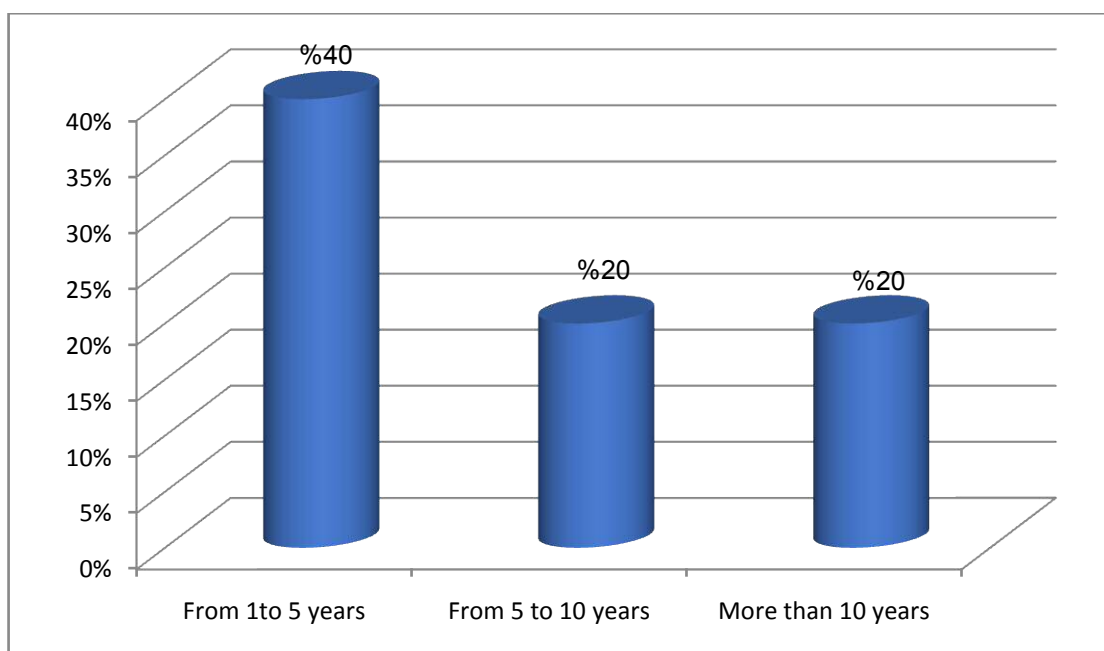
**Figure6. Teachers' Status**

The results show that the majority of the teachers.i.e. (86,67%) of them have magister degree. (6,67%) of the teachers claim to have doctorate degree and (6,67%) of the participants did not answer. Thus, most of the teachers studied English in classical system. This may cause problems about the educational system.

**Q3:**How long have you been teaching English ?

**Table 3. Teachers' Teaching Experience**

| Options            | N  | %   |
|--------------------|----|-----|
| From 1 to 5 years  | 6  | 40  |
| From 5 to 10       | 3  | 20  |
| More than 10 years | 6  | 40  |
| Total              | 15 | 100 |



**Figure 7. Teachers' Teaching Experience**

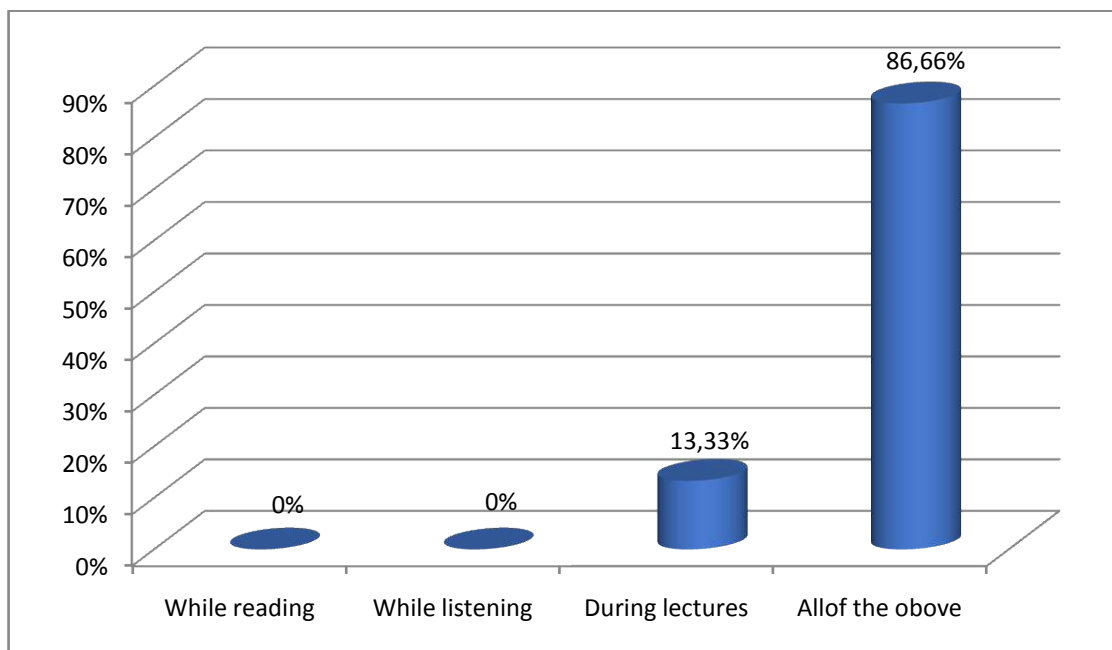
From the table above, it is noticed that (40%) of the respondents have a teaching experience from 1 to 5 years and more than 10 years whereas (20%) of them have teaching from 5 to 10 years. This means that the majority of the teachers are experienced in teaching English as foreign language.

## Part Two: Taking-note

Q4: When is it useful to take notes?

**Table 4. The Use of Note-taking in Different Activities**

| Options          | N         | %          |
|------------------|-----------|------------|
| While reading    | 0         | 0          |
| While listening  | 0         | 0          |
| During lectures  | 2         | 13,33      |
| All of the above | 13        | 86,66      |
| <b>Total</b>     | <b>15</b> | <b>100</b> |



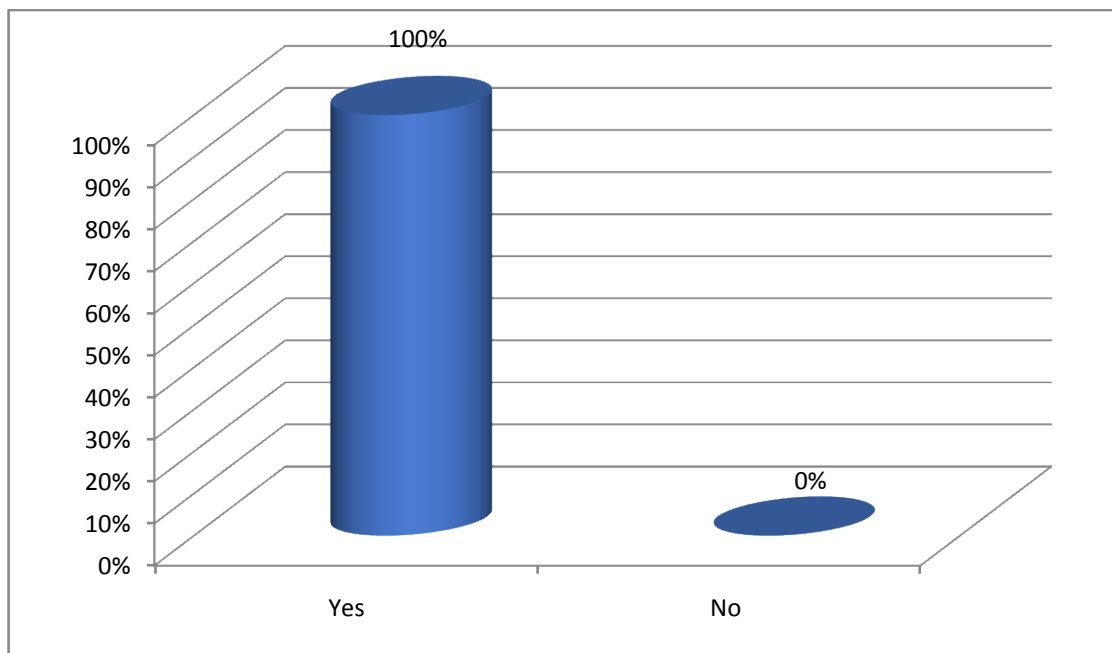
**Figure 8. The Use of Note-taking in Different Activities**

As revealed in the figure above. Great majority of the teachers (86,66%) claim that note-taking is useful in all the practices mentioned. However, just (13,33%) of the respondents assert that this strategy is useful during lectures only. We can conclude that note-taking is a common and useful strategy because it helps in maintaining concentration.

**Q5:**Do you agree that note-taking is one of the best memory aids?

**Table 5. Teachers' Perceptions Toward Note-taking as One of The Best Memory Aids**

| Options | N  | %   |
|---------|----|-----|
| Yes     | 15 | 100 |
| No      | 0  | 0   |
| Total   | 15 | 100 |



**Figure 9. Teachers' Perceptions Toward Note-taking as One of The Best Memory Aids**

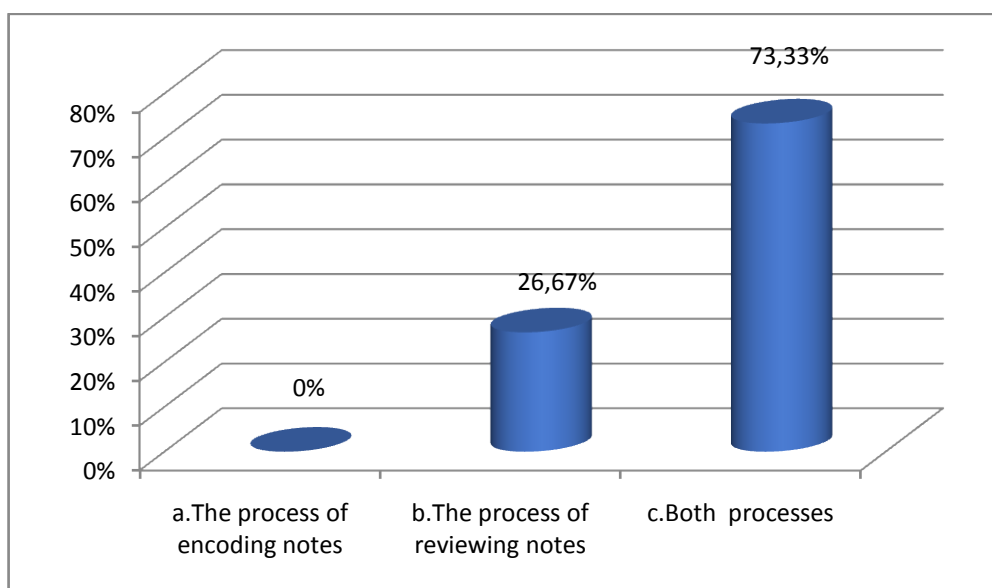
All of the respondents (100%) claim that note-taking is one of the best memory aids. This implies that such technique helps students in recording the important ideas that can be used later on.

**Q6:** The advantages of note-taking are the result of:  
 a. The process of encoding notes  
 b. The process of reviewing notes

c. Both processes

**Table 6. What Makes Note-taking Advantageous**

| Options                           | N         | %          |
|-----------------------------------|-----------|------------|
| a. The process of encoding notes  | 0         | 0          |
| b. The process of reviewing notes | 4         | 26,67      |
| c. Both processes                 | 11        | 73,33      |
| <b>Total</b>                      | <b>15</b> | <b>100</b> |



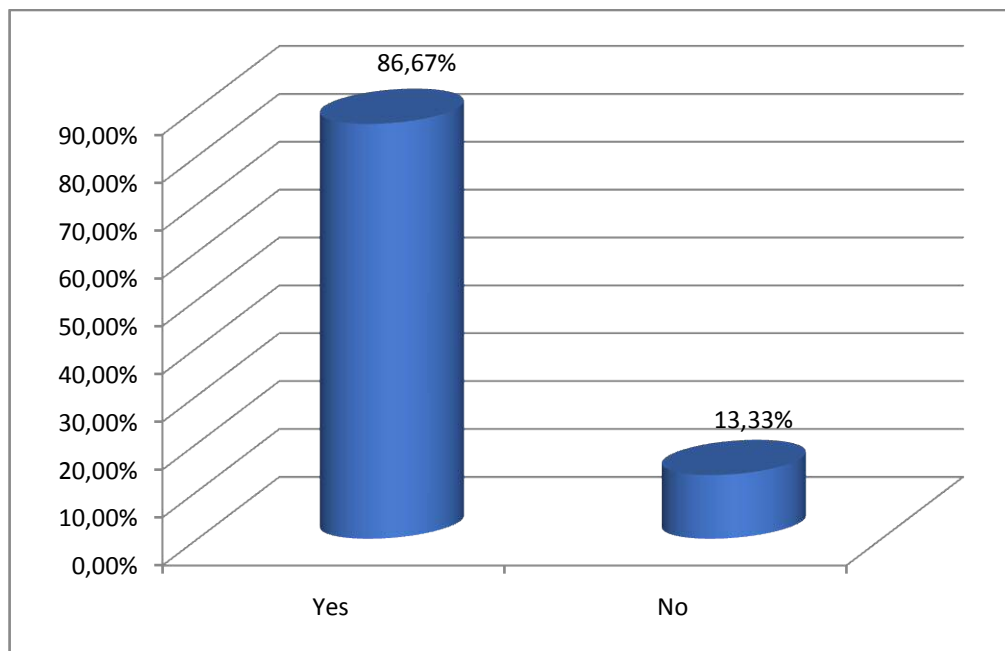
**Figure 10. What Makes Note-taking Advantageous**

According to the results, only (26,67 %) of teachers believe that the process of reviewing notes is the cause of note taking's usefulness. However most participants (73,33%) think that the advantages of note- taking comes from both processes. So, students have to work by both processes because both go hand by hand, which means; when the learner records an information, he/she needs to review it.

**Q7:**In your opinion, note-taking helps students to achieve better in their exam?

**Table 7. Teachers' Opinion Toward Students Notes and Their Achievement in Exams**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 13 | 86,67 |
| No      | 2  | 13,33 |
| Total   | 15 | 100   |



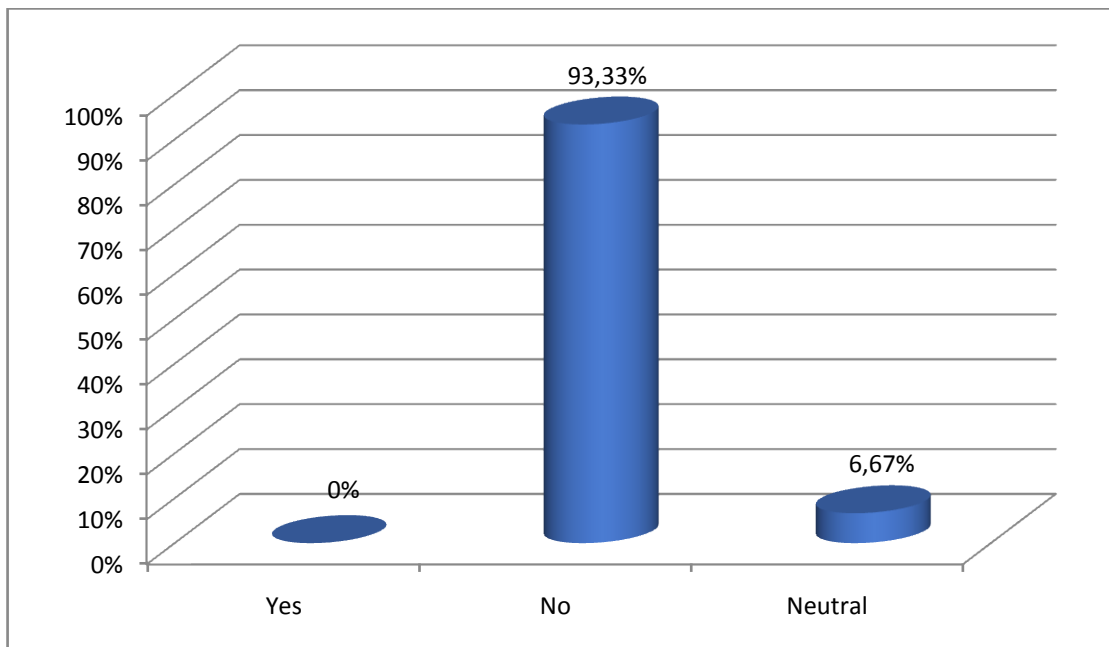
**Figure 11. Teachers' Opinion Toward Students Notes and their Achievement in Exams**

Figure (11) reveals that (86,67%) of the sample confirmed that Note-taking helps students to achieve better in the exam, while only a portion of (13,33%) of them think that this strategy does not aid students. From the results we can consider that the note-taking strategy as one of the best memory aids since it helps students not only during lectures but also for future results.

**Q8:**Do you think that note-taking is a waste of time and may hinder students' attention?

**Table 8. The Impact of Note-taking on Hindering Students' Attention**

| Options      | N         | %          |
|--------------|-----------|------------|
| Yes          | 0         | 0          |
| No           | 14        | 93,33      |
| Neutral      | 1         | 6,67       |
| <b>Total</b> | <b>15</b> | <b>100</b> |



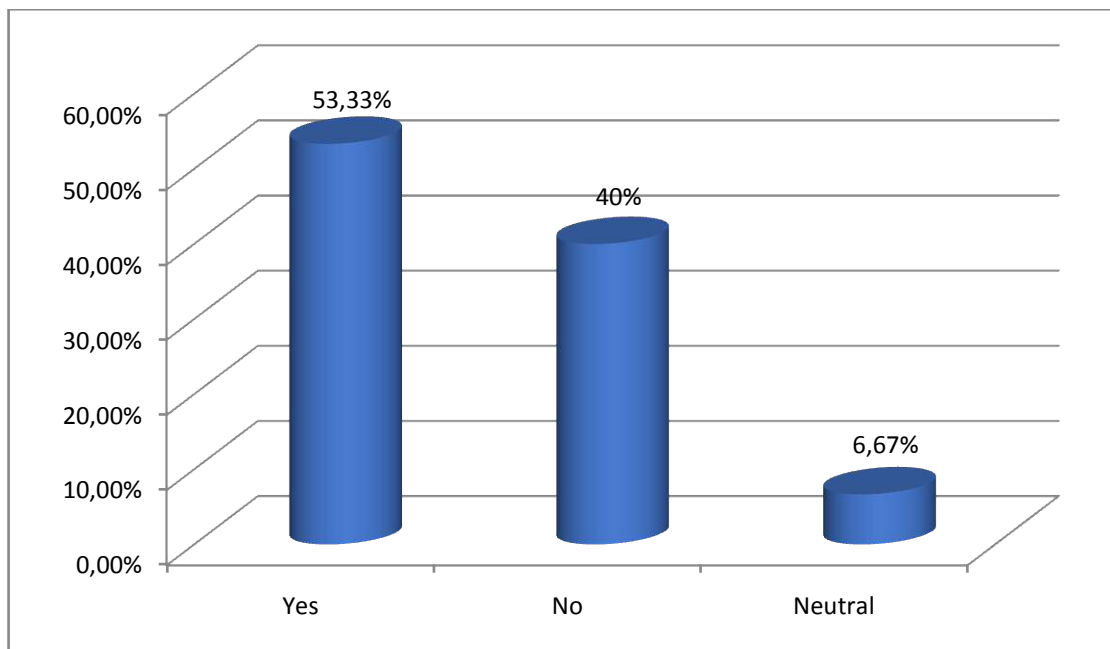
**Figure 12. Teachers' Opinion Toward Students Notes and Their Achievement in Exams**

As shown in figure (12) the majority of the teachers (93,33%) indicate that taking-note helps students to concentrate on the lecture because note-taking fasters the students' memory, aids them to acquire new items and to focu better with the teacher.However,a portion of (6,67%) of students believethat this strategy hinders the students attention because not all the students have the same capacities. It depends on the scientific background and the way of receiving and analyzing the information. Actually students may face some difficulties when use this strategy at first, but with the time and after training, they will acquire it easy

**Q9:**Do you think that your students are faster enough when taking notes to keep up with you?

**Table 9. Taking Notes and Keeping up With the Teachers**

| Options      | N         | %          |
|--------------|-----------|------------|
| Yes          | 8         | 53,33      |
| No           | 6         | 40         |
| Neutral      | 1         | 6,67       |
| <b>Total</b> | <b>15</b> | <b>100</b> |



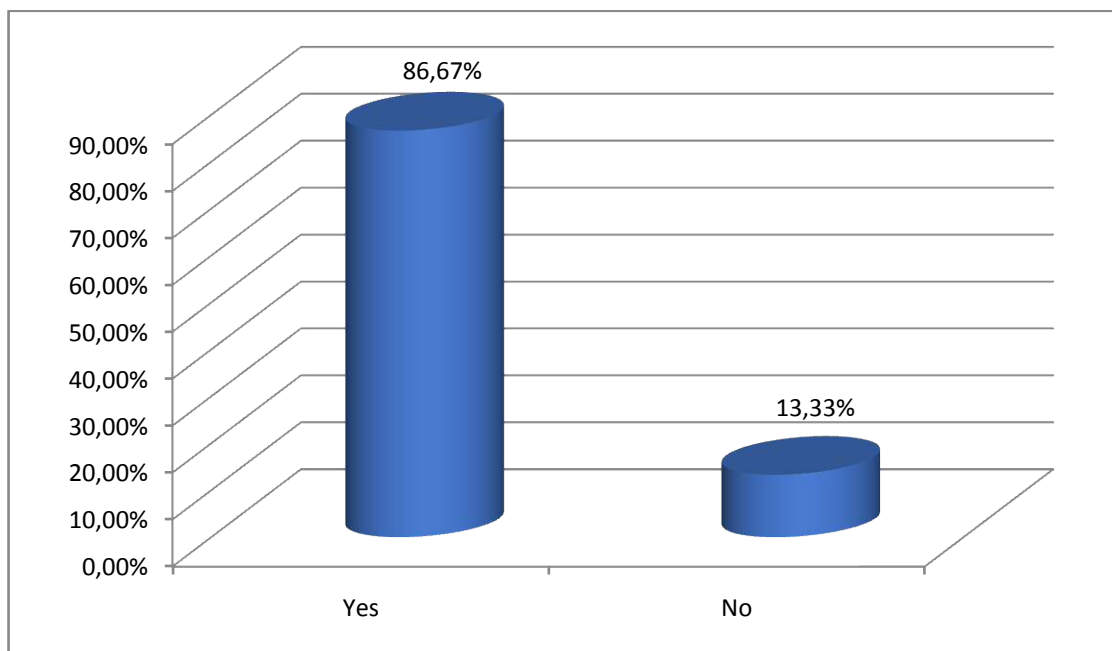
**Figure 13. Taking Notes and Keeping up With the Teachers**

As exhibited in table (9), (53,33) of the teachers notice that their students are faster enough when they take notes to keep up with them. A portion of (40%) of participants do not notice that, and others (6,67%) believe that this idea depends on each student. We can conclude that teachers should lower their rate of speech. So that students can follow them and at the same time write down notes.

**Q10:**Do you think that note-taking is better than dictation and giving handout?

**Table 10. Teachers' Perceptions Toward Note-taking, Dictation and Giving Handout**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 13 | 86,67 |
| No      | 2  | 13,33 |
| Total   | 15 | 100   |



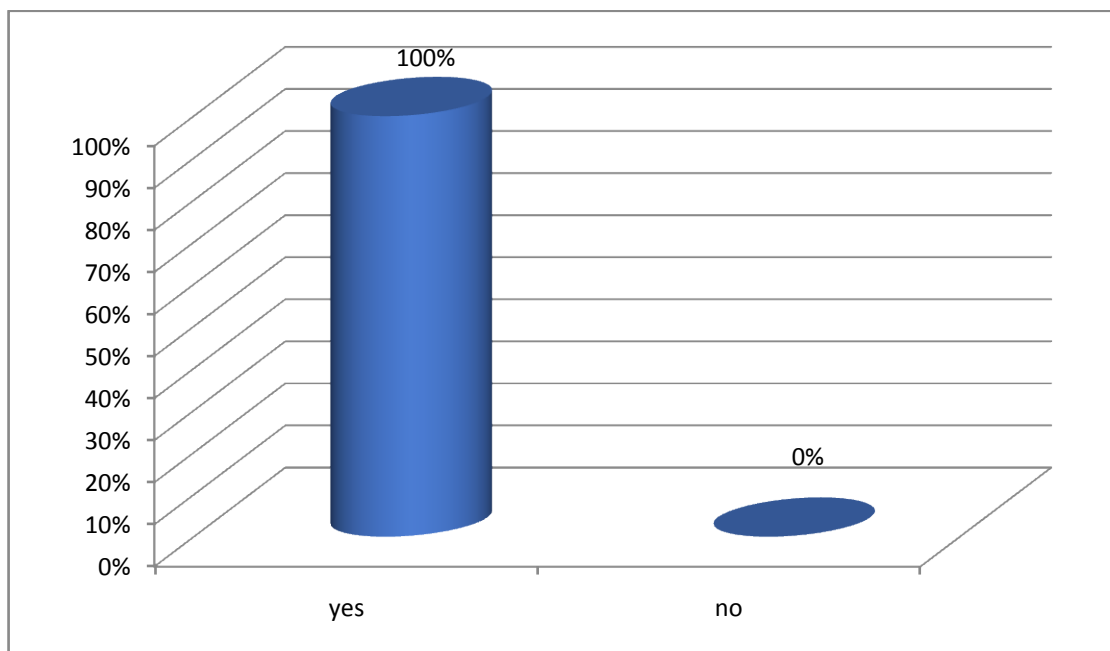
**Figure 14. Teachers' Perceptions Toward Note-taking, Dictation and Giving Handout**

The figure above reflects that (86,67) of the participants answer "yes". Whereas (13,33%) of the teachers indicate that taking notes is not enough for the students to cover all the ideas. Students need also dictation and handout. We can conclude that the good teacher is the one who use the three tools in one hand at classroom.

**Q11:**Do you use ways and techniques to highlight the main idea of the lectures?

**Table 11. Using Ways and Techniques to Highlight The Main Idea**

| Options | N  | %   |
|---------|----|-----|
| Yes     | 15 | 100 |
| No      | 0  | 0   |
| Total   | 15 | 100 |



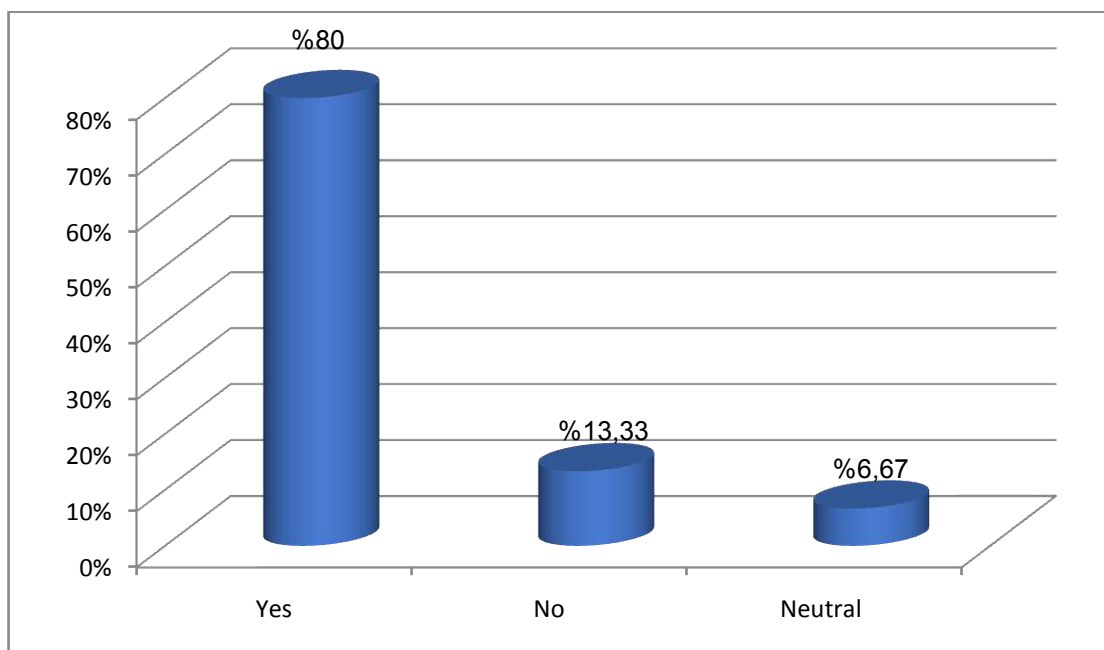
**Figure 15. Using Ways and Techniques to Highlight The Main Idea**

When teachers requested whether they use techniques to highlight the main idea of the lectures. All of them (100 %) has asserted that they do. As an example, they stresses on the main idea by repeating it, writing the difficult concepts or expressions on the board, using the tone of voice and bold writing. Such ways are helpful to take notes effectively and quickly also it aids in storing the received information.

**Q12:**Do you allow your students to compare their notes with another for correctness and comprehensiveness?

**Table 12. Teachers' Perceptions Toward Comparison of Notes for Correctness and Comprehensiveness**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 12 | 80    |
| No      | 2  | 13,33 |
| Neutral | 1  | 6,67  |
| Total   | 15 | 100   |



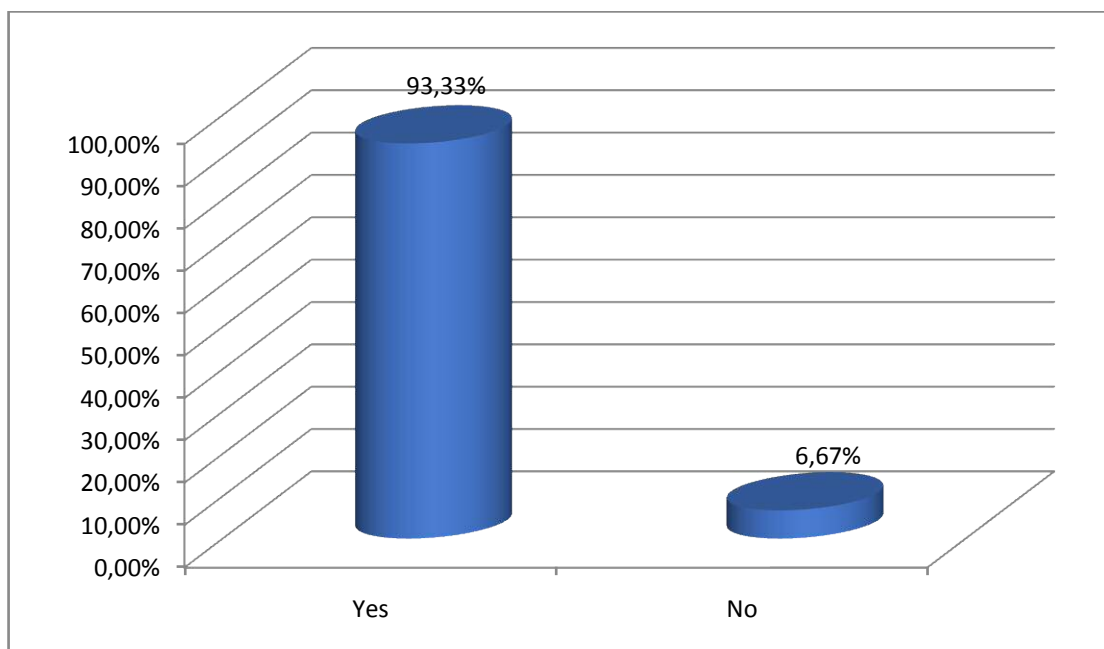
**Figure 16. Teachers' Perceptions Toward Comparison of Notes for Correctness and Comprehensiveness**

When teachers questioned whether they allow their students to compare the note taken with each other or not, most of them (80%) answered "yes". While (13.33%) of the participants do not do so. A portion of (6.67%) of them claim that they do not control them because it is their choice, which means that exchanging the notes helps the students to be cooperative.

**Q13:**In your opinion, teachers should devote time to train students how to take effective notes?

**Table 13. Teachers' Perceptions Toward the Necessity of Training the Students Note-taking Strategy.**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 14 | 93,33 |
| No      | 1  | 6,67  |
| Total   | 15 | 100   |



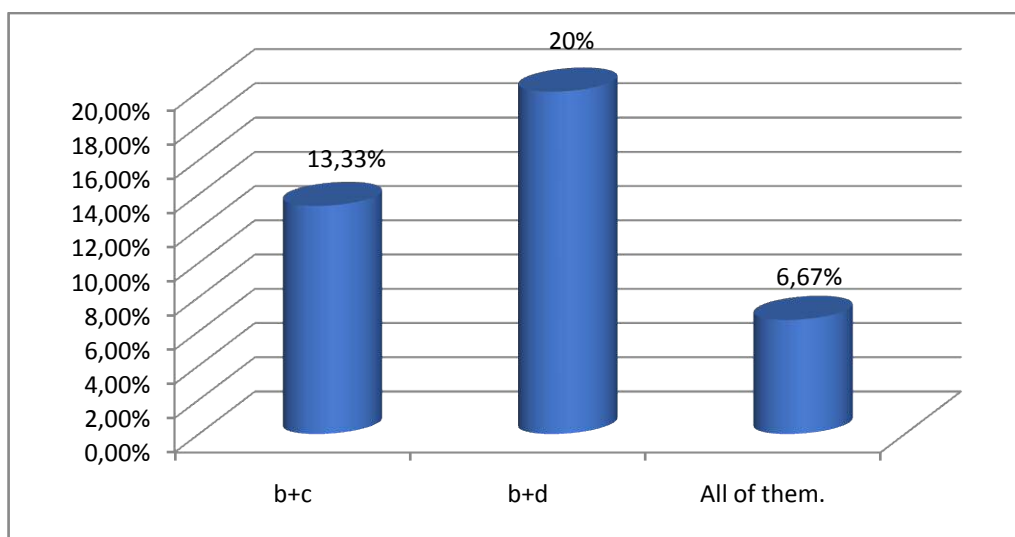
**Figure 17. Teachers' Perspection Toward the Necessity of Training the Students Note-taking Strategy.**

Figure (17) shows that the most of the teachers (93,33) agree that devoting time to train their students how to take notes effectively is something necessary. While a small portion (6,67%) claim that they did not. Teachers have a great role in rising students awareness toward the benefits of note-taking strategy.

- Q14:** According to you what are the difficulties your students may face while taking notes?
- a. No prior training of note-taking strategies.
  - b. The speed of talking.
  - c. Lack of attention
  - d. Lack of awareness of note-taking strategy.
  - e. All of them.

**Table 14. Teachers' Perceptions Toward the Difficulties that Students May Face**

| Options             | N         | %            |
|---------------------|-----------|--------------|
| <b>b+c</b>          | <b>2</b>  | <b>13,33</b> |
| <b>b+d</b>          | <b>3</b>  | <b>20</b>    |
| <b>All of them.</b> | <b>10</b> | <b>66,67</b> |
| <b>Total</b>        | <b>15</b> | <b>100</b>   |



**Figure 18. Teachers' Perception Toward the Difficulties that Students May Face**

According to the respondents in table (14) a portion of (66,67%) presents those who see that all the suggested option are the difficulties that students face. Other teachers with a portion of (20%) assert that the speed of talking and the lack of awareness are the main difficulties. Whereas (13,33%) have selecte option C and B. Doing a double task is not easy for students i.e. focus on teachers' explanation and at the same time write down the important point, thus students have to pay attention and teachers should lower the speed of talking and show students how to take effective notes.

### Part Three: Listening Skills

Q15: Grade the four skills according to the importance of each to you?

Table 15. Grading the Four Skills

| Options   | N  | %     |
|-----------|----|-------|
| Reading   | 1  | 6,67  |
| Writing   | 4  | 26,67 |
| speaking  | 3  | 20    |
| Listening | 7  | 46,67 |
| Total     | 15 | 100   |

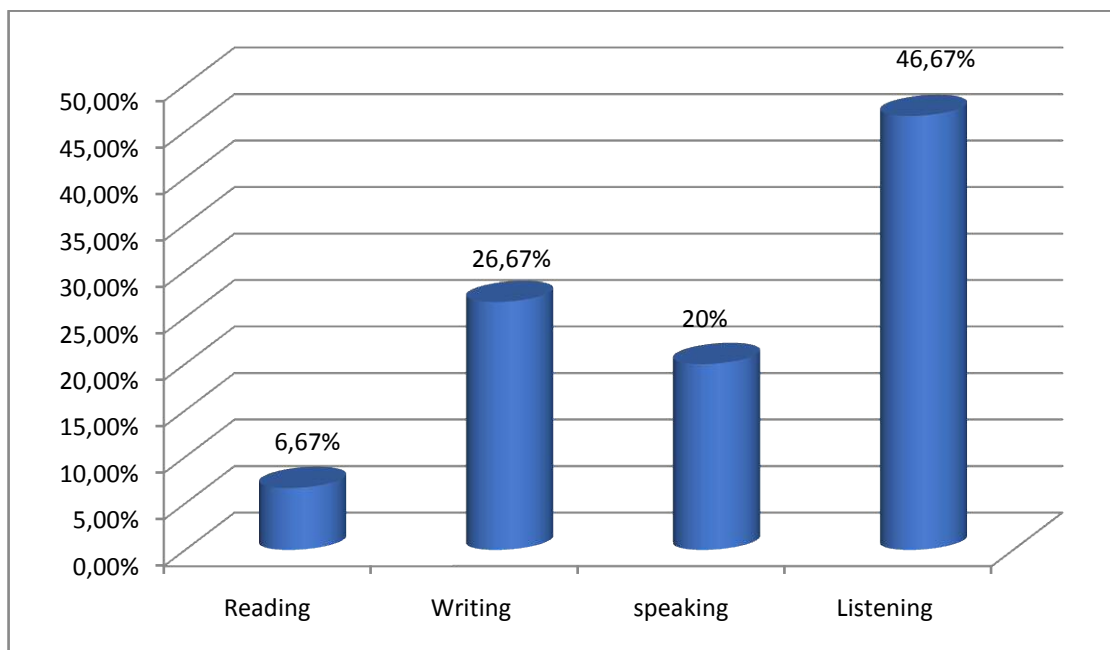


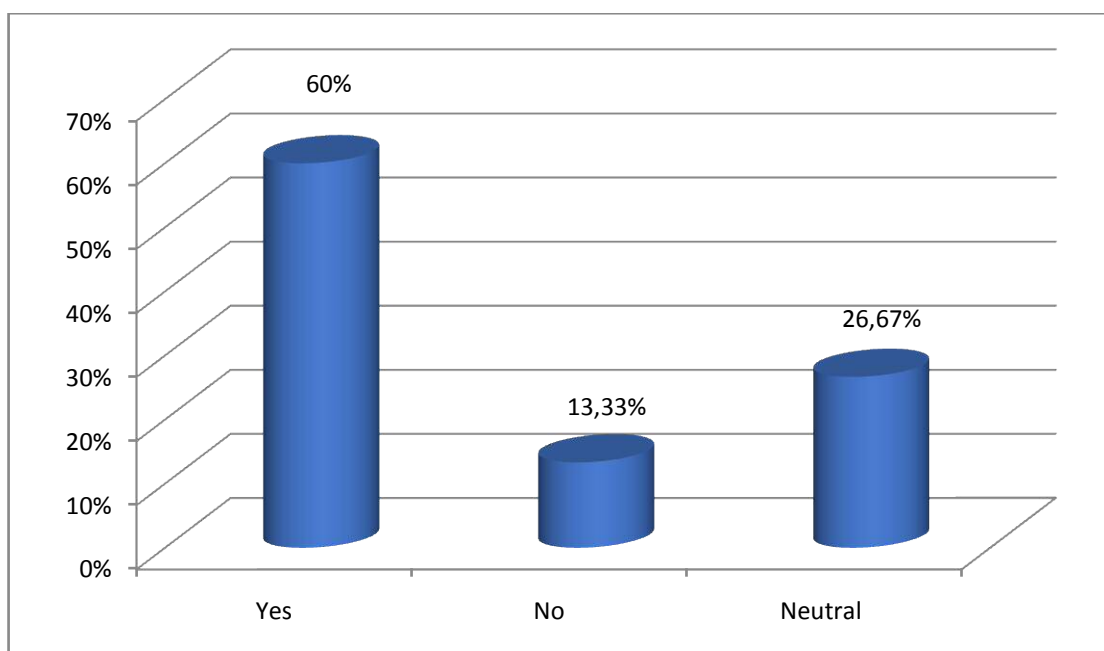
Figure 19. Grading the Four Skills

According to the finding, a portion of (46,67%) of teachers choose listening skills, than (20%) of them claim that speaking is the most important. Still (6,67%) of the participants who choose reading. It is noticed that listening is considered as an essential skill which should be mastered.

**Q16:** Do you think that listening tasks used in class are useful?

**Table 16. Teachers' Perceptions Toward the Listening Tasks Usefulness**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 9  | 60    |
| No      | 2  | 13,33 |
| Neutral | 4  | 26,67 |
| Total   | 15 | 100   |



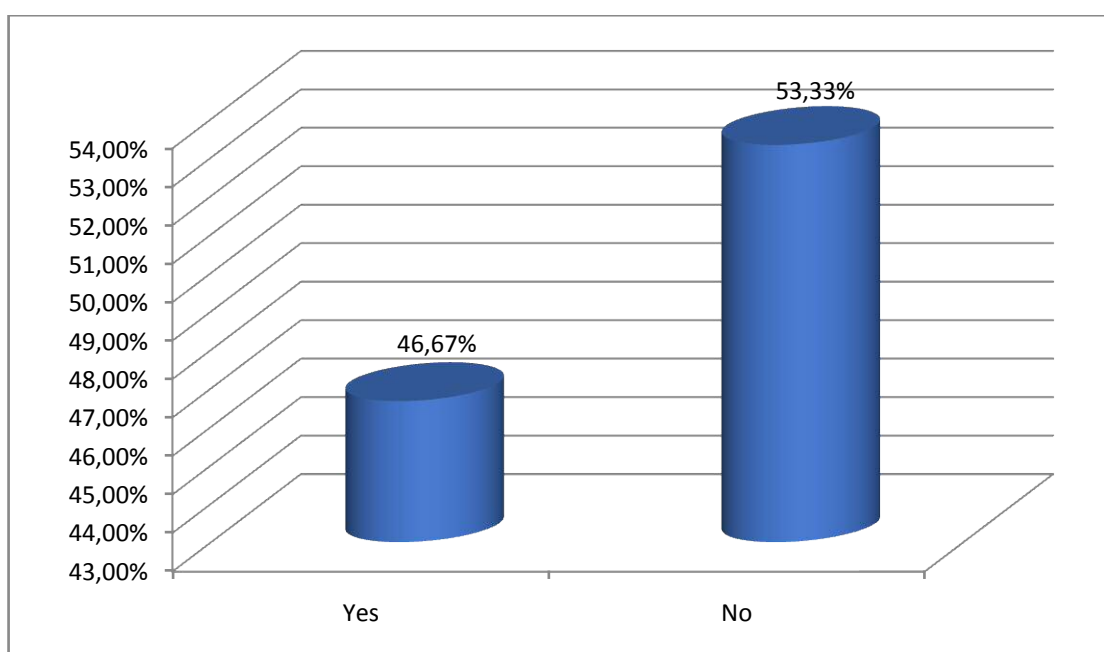
**Figure 20. Teachers' Perceptions Toward the Listening Tasks Usefulness**

This figure (20) shows that (60%) of the sample answer "yes" about their point whether the listening tasks are useful or not. They believe that those tasks has benefits on the listener, it helps the students to decode the speech and train them how to listen effectively. Whereas only (13,33%) of the teachers answer "No", because such tasks create noise and reduce motivation at classroom. A small portion (26,67%) of them say that it depends on the nature of the task it self.

**Q17:** Do you check if your students are satisfied with their level of listening skills?

**Table 17. Teachers' Perceptions Toward Students' Satisfaction with Their Level of Listening Skills.**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 7  | 46,67 |
| No      | 8  | 53,33 |
| Total   | 15 | 100   |



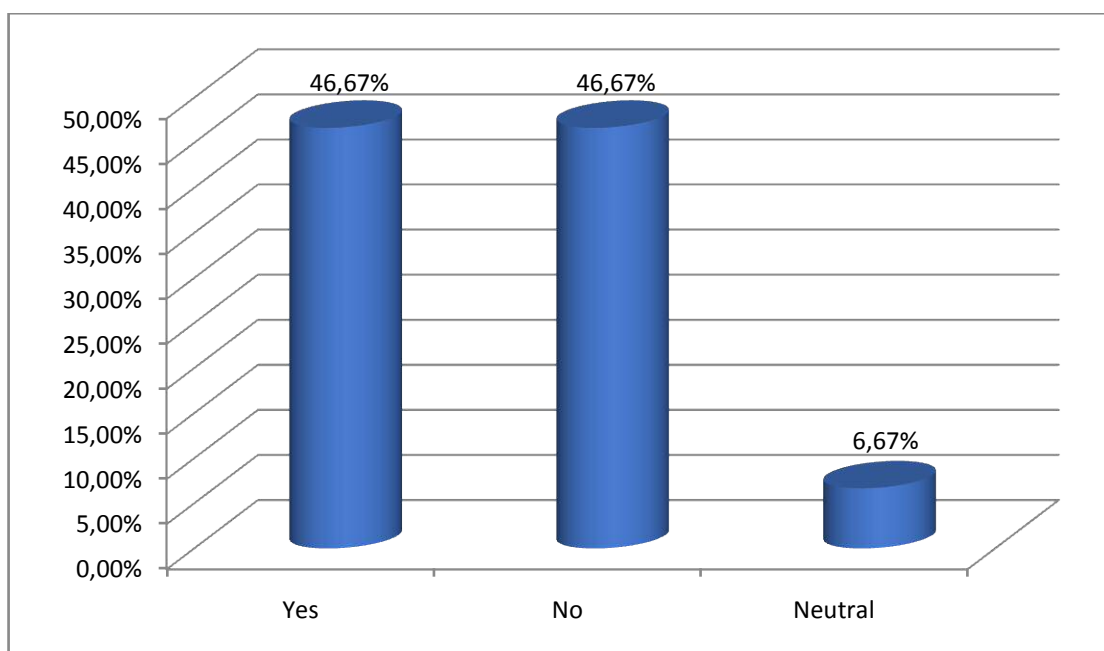
**Figure 21. Teachers' Perceptions Toward Students' Satisfaction with Their Level of Listening Skills**

Figure (21) represents that (46,67%) of the participants check if their students are satisfied with the level of listening skills. However, (53,33%) of them do not do so. Checking and controlling students may motivate them to perform better in classroom.

**Q18:** Do you engage your students in further listening tasks during sessions?

**Table 18. Teachers' Perceptions Toward Engaging Students in Further Listening Task**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 7  | 46,67 |
| No      | 7  | 46,67 |
| Neutral | 1  | 6,67  |
| Total   | 15 | 100   |



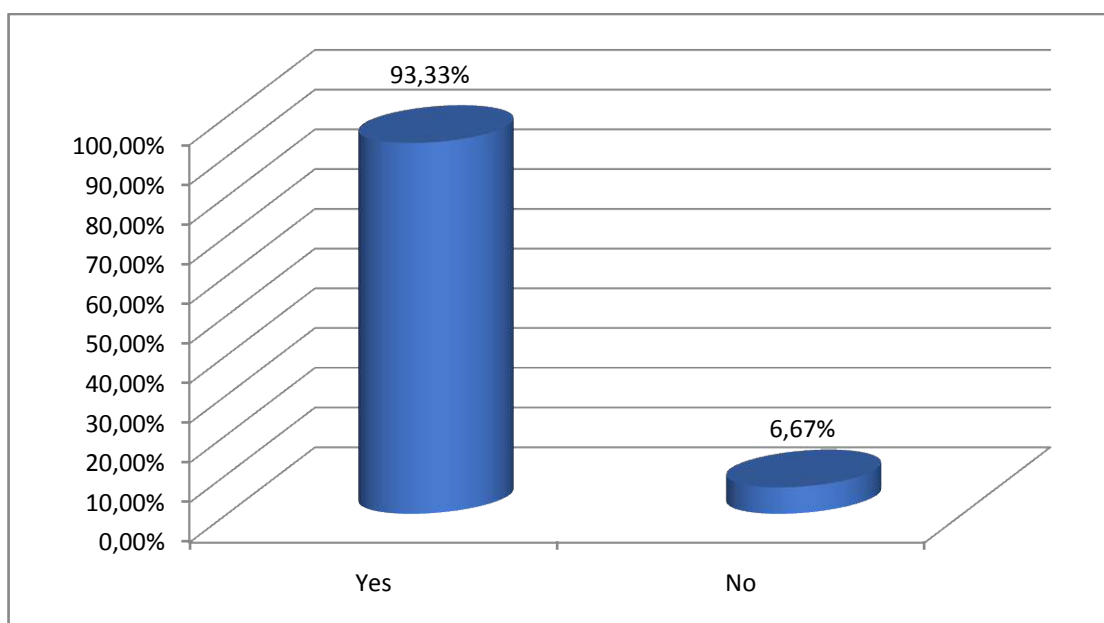
**Figure 22. Teachers' Perceptions Toward Engaging Students in Further Listening Task**

As the figure (23) shows, a portion of (46,67%) of teachers have engage their students in further listening task during session is equal with those who do not do so. Still a portion of (6,67) did not answer the question. So it is better if teachers encourage their students to employ in such task so that they will be more confident and motivated in learning.

**Q19:**Do you allow your students to ask for clarification in listening tasks?

**Table 19. Teachers' Perceptions Toward Asking for Clarification in Listening Tasks**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 14 | 93,33 |
| No      | 1  | 6,67  |
| Total   | 15 | 100   |



**Figure 23. Teachers' Perceptions Toward Asking for Clarification in Listening Tasks**

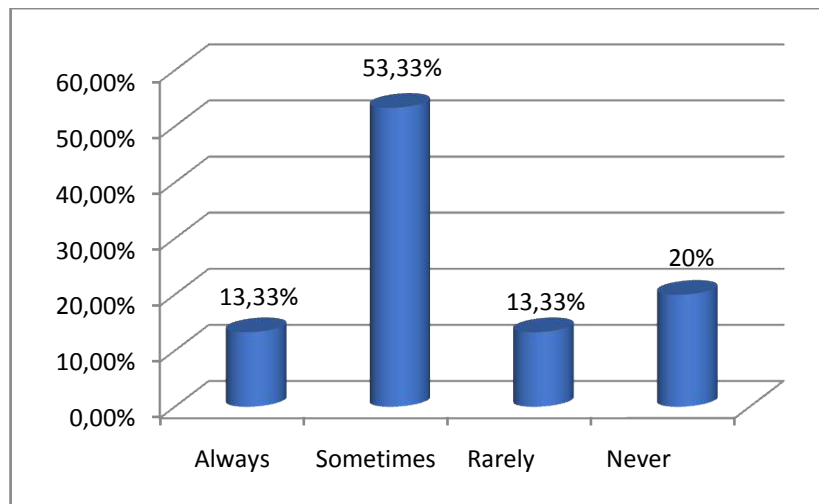
Figure (23) shows that great majority of the teachers (93,33%) say that they allow their students to ask for clarification in listening tasks, while only (6,67%) of them do not do that, this means;collaborating among classroom is something necessary, teachers should creat a good atmospher for better learning.

**Q20:**How often the following problems hinder your students listening skills?

.The question aims at investigating how often the following problem hinder the students listening skills. The result are as follow:

**Table 20. Problems that May Hinder Students Listening Skills**

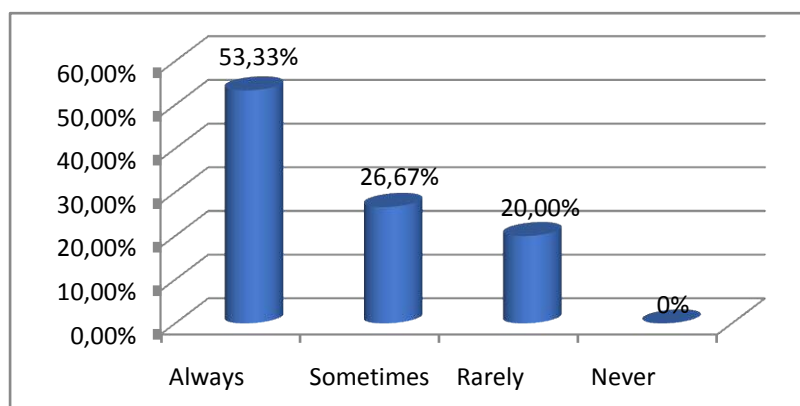
| Options                         | Always    |            | Sometimes |            | Rarely    |            | Never     |            |
|---------------------------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|
|                                 | N         | %          | N         | %          | N         | %          | N         | %          |
| Different grammatical structure | 2         | 13,33      | 8         | 53,33      | 2         | 13,33      | 3         | 20         |
| Listening to unknown words      | 8         | 53,33      | 4         | 26,67      | 3         | 20         | 0         | 0          |
| Unfamiliar topics               | 3         | 20         | 7         | 46,67      | 5         | 33,33      | 0         | 0          |
| Lack of background knowledge    | 5         | 33,33      | 7         | 46,67      | 3         | 20         | 0         | 0          |
| Speed of speech                 | 5         | 33,33      | 4         | 26,67      | 5         | 33,33      | 1         | 6,67       |
| Different accents               | 2         | 13,33      | 4         | 26,67      | 3         | 20         | 6         | 40         |
| Long listening texts            | 4         | 26,67      | 3         | 20         | 6         | 40         | 2         | 13,33      |
| Noise                           | 6         | 40         | 5         | 33,33      | 4         | 26,67      | 0         | 0          |
| <b>Total</b>                    | <b>15</b> | <b>100</b> | <b>15</b> | <b>100</b> | <b>15</b> | <b>100</b> | <b>15</b> | <b>100</b> |



**Figure 24. Problem of "Different grammatical structure"**

**.Different grammatical structure**

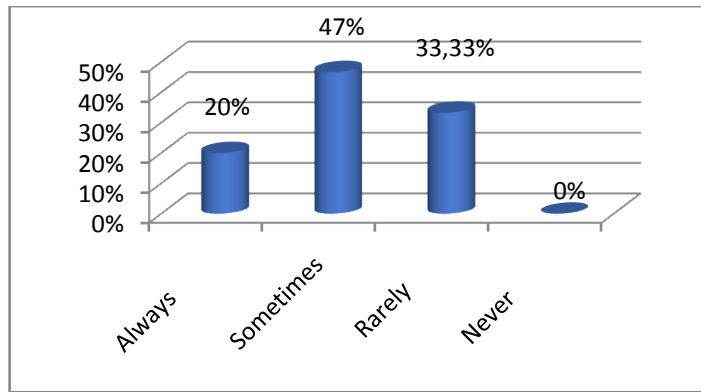
The figure above shows that (53,33%) of the teachers notice that their students are sometimes facing the problem of grammatical structure. However, a portion of (13,33%) of the teachers are between always and rarely noticing that. Still portion of (20%) of the participants do not notice this problem. Such problem can be solved if students learn more the grammar rules.



**Figure 25. Problem of "Listening to Unknown Words"**

**.Listening to unknown words**

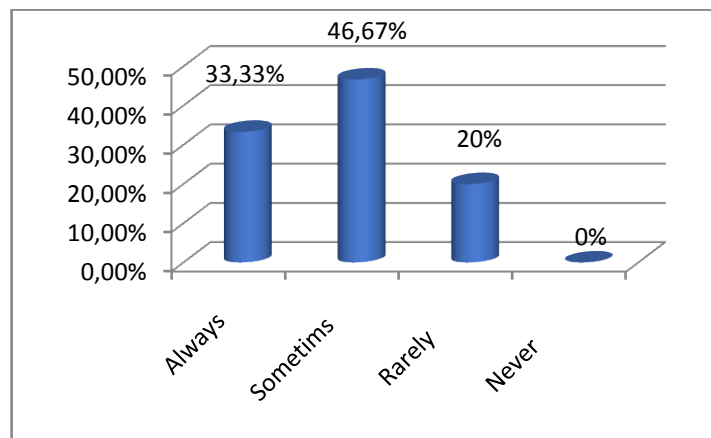
Figure (25) shows that (53,33%) of the sample notices that the students are always facing the problem of listening to unknown words. Just a portion of (26,67%) of the teachers are sometimes noticing that, and (20%) of them are rarely do so. As a solution, students should acquire different vocabularies and teachers should help them.



**Figure 26. problem of "Unfamiliar Topic"**

### **Unfamiliar Topics**

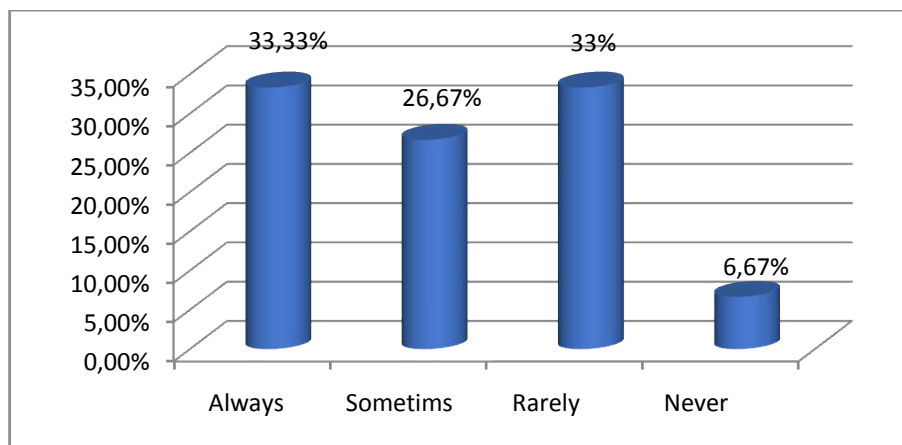
Figure (26) shows that the majority of teachers (46,67%) claim that their students are sometimes facing the problem of unfamiliar topics. A portion of (33,33%) of them find that unfamiliar topics is rarely the problem that hinders the student listening skills, and (20%) of the teachers are always noticing that. Teachers can solve this problem by informing the students about the next lectures or by providing some explanation about it before starting.



**Figure 27. problem of "Lack of Background Knowledge"**

### **.Lack of Background Knowledge**

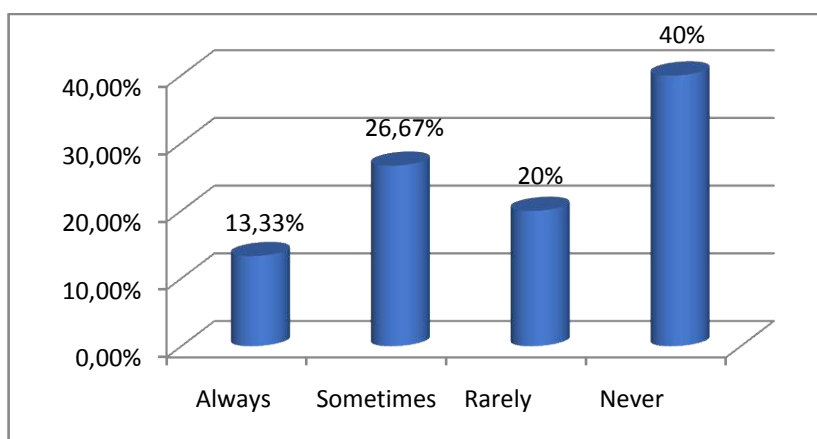
Figure (27) shows that (46,67%) of teachers claim that their students are sometimes facing the problem of lacking of background knowledge. A portion of (33,33%) of the participants see that. Still a portion of (20%) of those who are rarely noticing that. Teachers in this case could ask their student to prepare the topic before. Thus, they will gather enough information and large their background.



**Figure 28.problem of " Speed of Speech"**

### **.Speed of Speech**

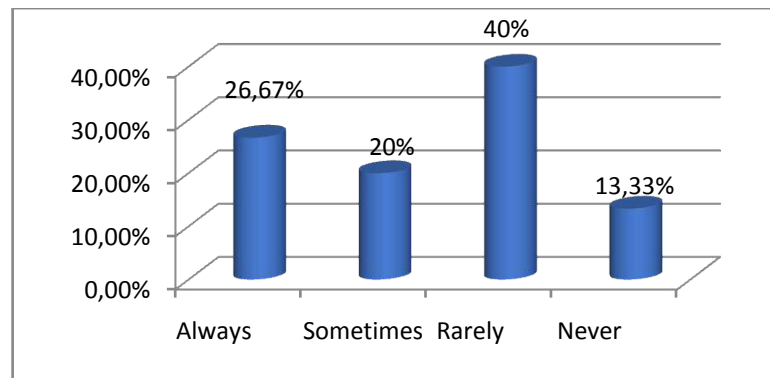
According to the figure (28), (33,33) of the sample; students are between always and rarely hinder the problem of speed of speech. A portion of (26,67) of the teachers claim that this problem is sometimes faced. Therefore, students will concentrate more with their teachers if teachers slow down the rate.



**Figure 29. problem of "Different accents"**

### **.Different accents**

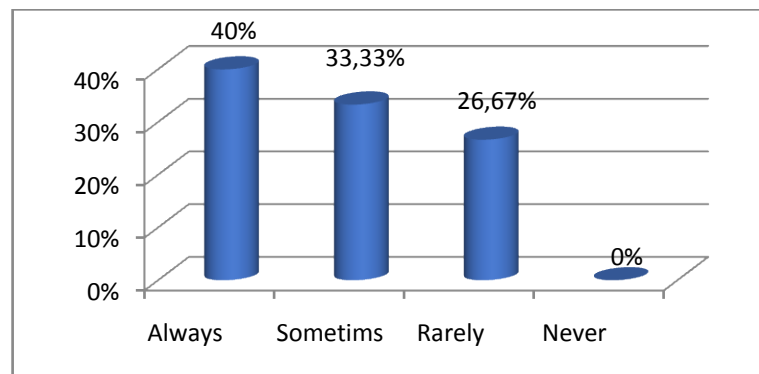
Figure (29) shows that (40%) of the teachers assert that their students are never facing the problem of different accent. However (26,67%) of them claim that their students face it some times. A portion of (20%) of the participants find that this problem hinder the students rarely. Still a portion of (13,33%) of teachers who see that this problem is always faced. We may indicate that teachers' accent could be effect on students comprehentsion, it should be clear and easy to understood



**Figure30. problem of Long Listening Texts**

### **.Long Listening Texts**

As shown in figure (30) there are teachers who find that their students hinder some problems in listening to a long texts. They are divided into (40%) of those who rarely find it so. (26,67%) of teachers who always notice this problem, and (20%) of them sometimes notice it. On the other hand, a small portion include those who never face this problem (13,33%). May be teachers could solve this problem by reducing the volume of the text or dividing it into section. So students will be focus with the teacher and will not feel bored.



**Figure 31. problem of Noise**

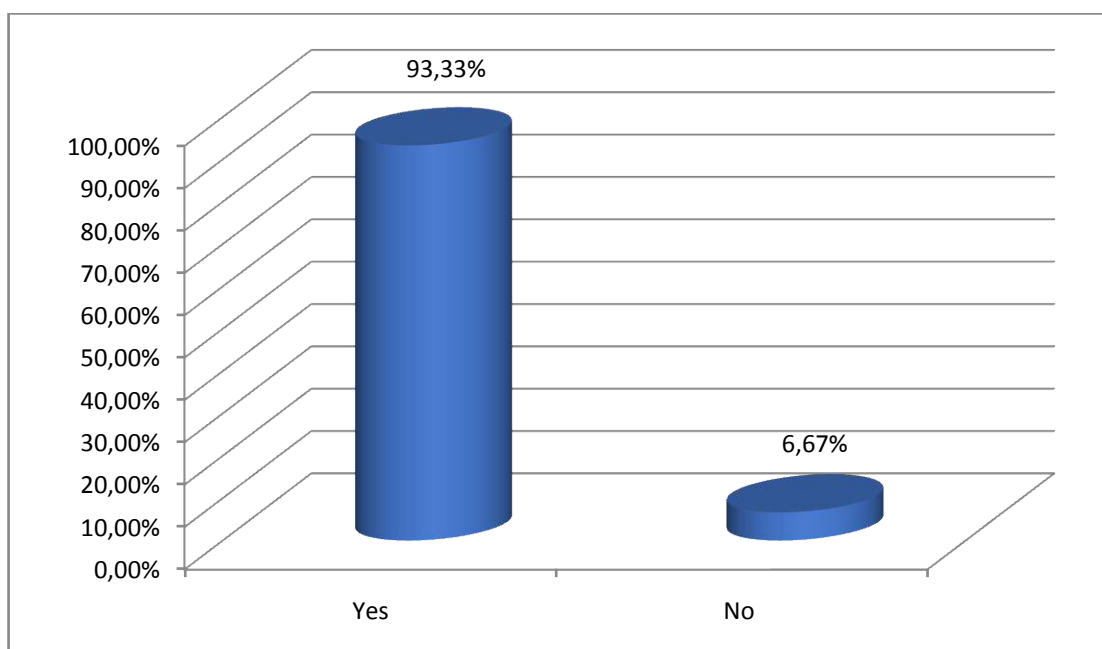
### **.Noise**

The figure up (31) displays that (40%) of teachers claim that their students hinder the problem of noise always, others (33,33%) think that it is sometimes faced. However, a portion of (26,67%) of them observe that it is rarely. The solution of this problem is on the hand of the teacher since he/she is the manager, he/she should know how he/she controls his/her students and reduces noise.

**Q21:**Do you use your experience and background knowledge of the topic to help students for better listening and good notes?

**Table 21. Teachers' Perceptions Toward Using Experience and Background Knowledge for Better Listening and Good Notes**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 14 | 93,33 |
| No      | 1  | 6,67  |
| Total   | 15 | 100   |



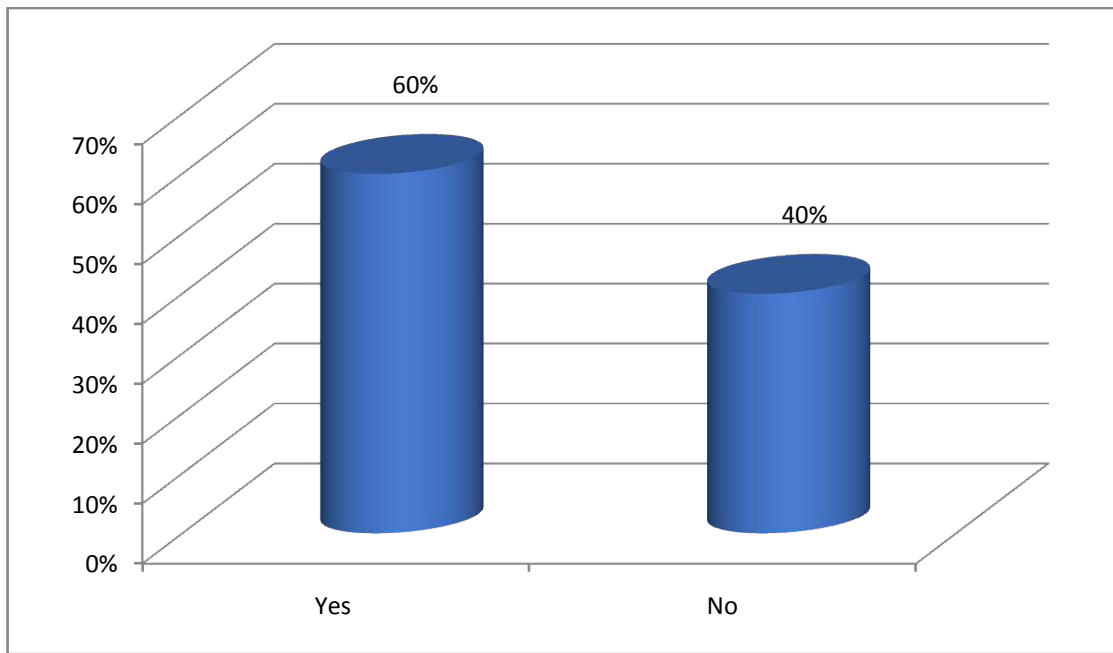
**Figure 32. Teachers' Perceptions Toward Using Experience and Background Knowledge for Better Listening and Good Notes**

Figure (32) indicates that most (93,33%) of the participants use their experience and background knowledge of the topic to help their students for better listening and good notes. It is beneficial for students and teachers. For students, it helps them to become a good listeners and to improve their level. However, for the teachers, it simplify for them the task. Whereas a small portion (6,67%) of them assert that they do not do so.

**Q22:**Do you ask your students to summarize their notes taken from the listening tasks?

**Table 22. Teachers' Perceptions Toward Summarising the Notes From Listening Tasks**

| Options | N  | %   |
|---------|----|-----|
| Yes     | 9  | 60  |
| No      | 6  | 40  |
| Total   | 15 | 100 |



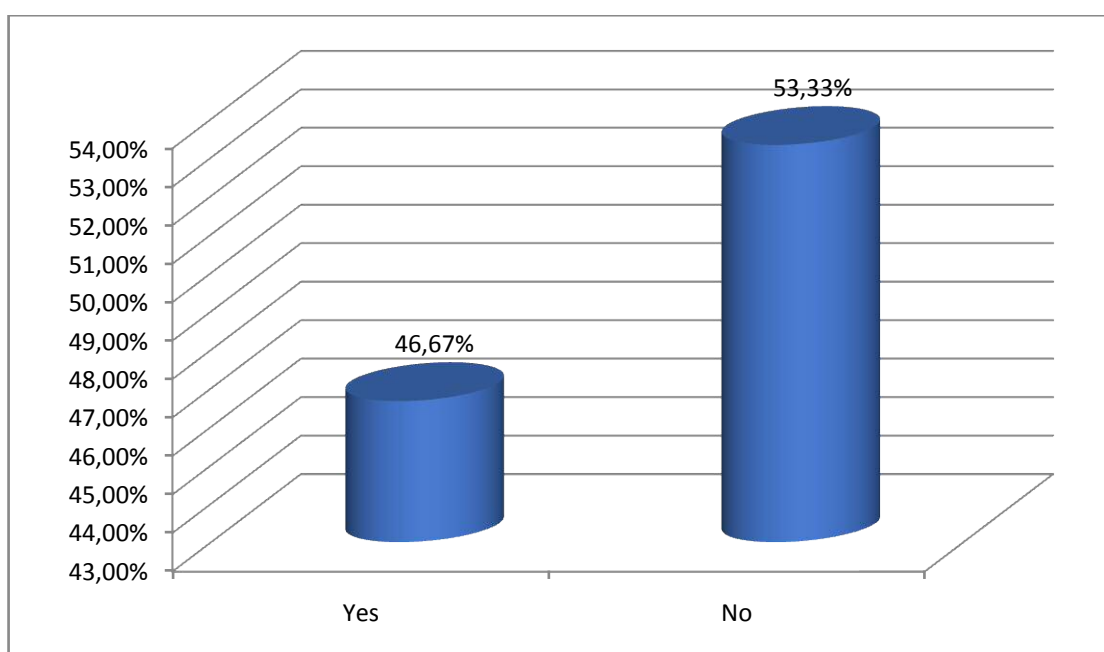
**Figure 33. Teachers' Perceptions Toward Summarising the Notes From Listening Tasks**

From the figure above, we find that (60%) of the respondents ask their students to summarize the taken notes from the listening tasks. However, a portion of (40%) of them indicate that they do not ask them. So summarizing the notes is checking the received information.

**Q23:**Have you ever trained your students in developing note-taking strategy from listening activities?

**Table 23. Training Note-taking For Developing Note-taking Skills**

| Options      | N         | %          |
|--------------|-----------|------------|
| Yes          | 7         | 46,67      |
| No           | 8         | 53,33      |
| <b>Total</b> | <b>15</b> | <b>100</b> |



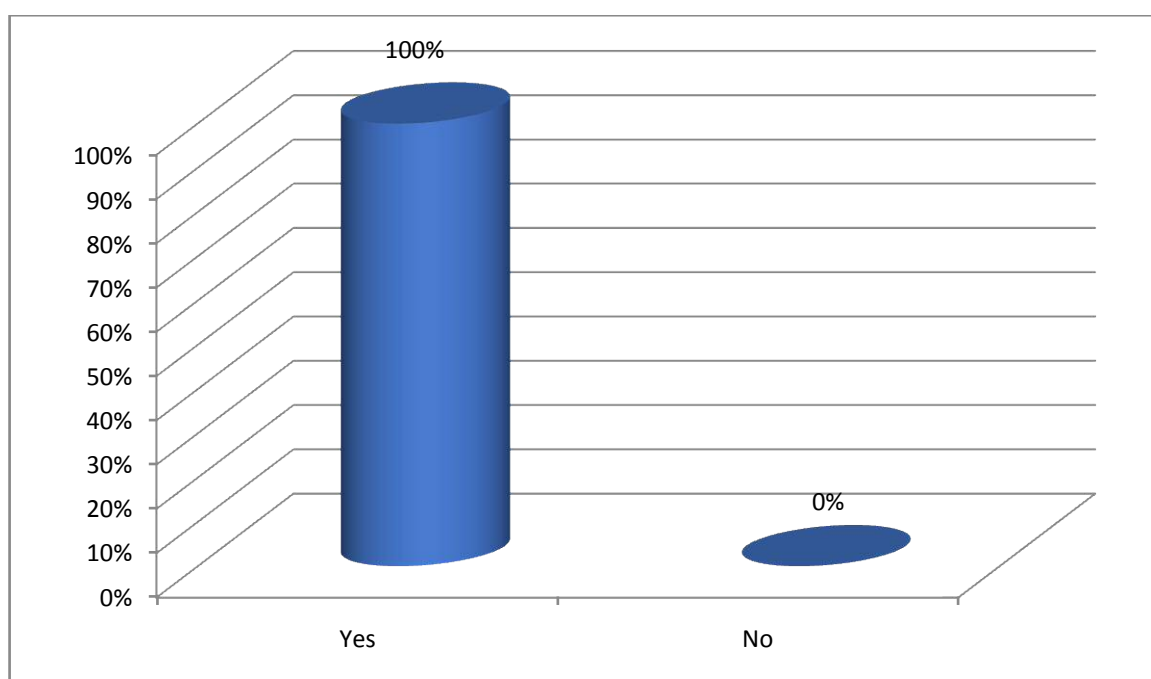
**Figure 34. Training Note-taking For Developing Note-taking Skill**

The question aims at knowing if teachers trained their students in developing note-taking skill. (53,33%) of them did not do that because of the limited time, teachers are related with the course objectives and they could not go off the contents. while (46,67%)of teachers trained their students. So, the Lack of training may effect on students abilities and skills

**Q24:** Do you think that note-taking helps EFL students to improve their level and abilities?

**Table 24. Teachers' Perceptions Toward Note-taking and its Effect on Students' Level and Abilities.**

| Options | N  | %   |
|---------|----|-----|
| Yes     | 15 | 100 |
| No      | 0  | 0   |
| Total   | 15 | 100 |



**Figure 35. Teachers' Perceptions Towards Note-taking and its Effects on Student Level and Abilities**

Such question is asked in order to see whether the note-taking strategy helps EFL students to improve their level and abilities or not. All the sample (100%) answers "yes". This results confirms that note-taking strategy facilitates the learning process and helps to understand better and easier.

## **Discussion of the Results**

Regarding to the results gathered from the questionnaire of the teachers, it is noticed that:

1. The majority of the teachers are experienced, and from this experience students could benefit a lot.
2. Teachers agree on the point that note-taking is an advantageous strategy, it is useful in many different activities.
3. Note-taking strategy aids students to retain and recall the important information discussed on the lecture.
4. Teachers believe that note-taking strategy has significant benefits, it helps student to focus with the teacher, faster his/her memory, acquire new items and to prepare for the exams.
5. Note-taking is better than dictation and giving handout. It activates the student and motivate him/her to perform better inside classroom.
6. Techniques as repetition, writing on the board the difficult words, slow the rate of talking helps the student to take effective and full notes.
7. Teachers have a great role in making students good note-takers, they should devote more time to train them how to be so.
8. Teachers have different opinion toward the difficulties that their students may face.
9. Teachers consider the listening skill as the important and the main skill that student should master.
10. Teachers should be aware of the different problems that hinder their students' listening skill, They have to find solution to this problems.
11. Note- taking is a useful and helpful strategy that aids in improving students level and abilities.

## **Questionnaire of Students**

### **The Sample**

It seems difficult to make the research on the whole population, (59) second year EFL students of Abbes Laghrour University have been chosen randomly to be part of this study. The main aim of this questionnaire is to investigate the students' perceptions toward the note-taking strategy from listening during EFL lectures.

### **Description of the Questionnaire**

The questionnaire of the students is composed of (24) items including: dichotomous, closed-ended and open-ended questions, organized in four(4) parts as follow:

#### **Part One: Background Information (Q1 –Q3)**

The main aim of the first part in this questionnaire is gaining general information about their gender and their attitude toward studying English at university. It consists of (3) questions

#### **Part Two: Note-taking (Q4-Q13)**

The second part of this questionnaire is composed of (10) questions. It aims at knowing the students' perception toward the note-taking strategy, its usefulness and benefits.

#### **Part Three: listening Skills (Q14-Q20)**

This part is build on the basis of three (3) questions. The aim behind designing this part is to know the place of listening in the learning/teaching process as well as the usefulness and difficulties of this skill

#### **Part Four: Note-taking and Listening Strategy (Q21-Q24)**

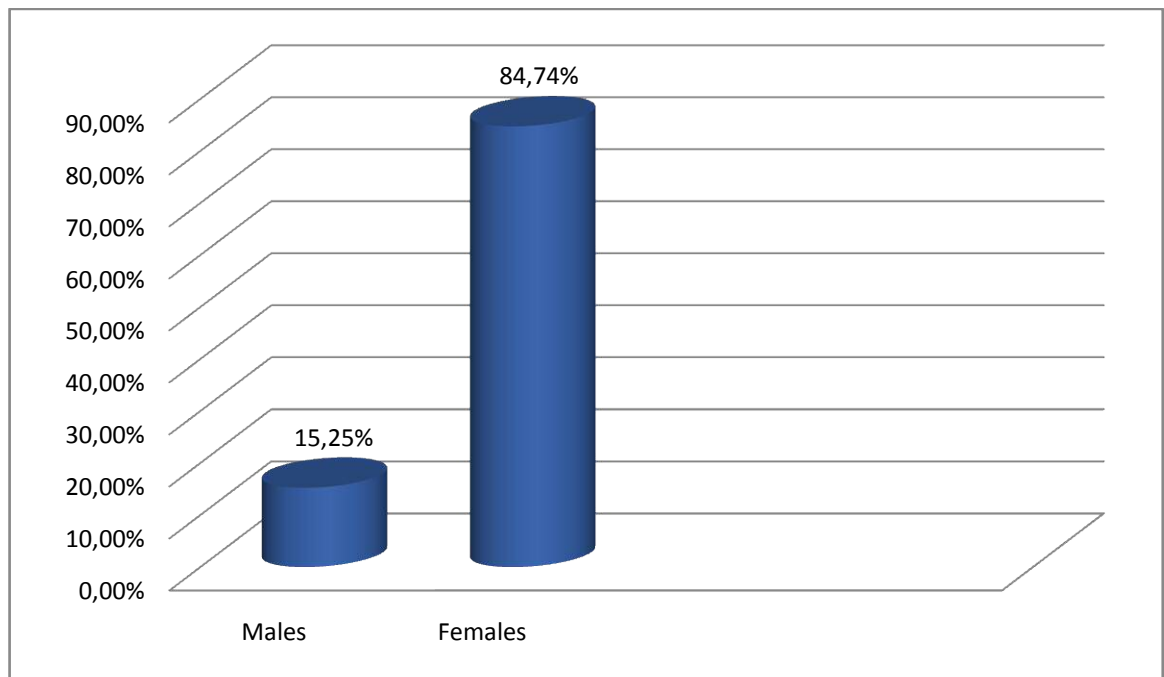
The fourth part consists of four (4) questions which aims at investigating the perceptions toward note taking from listening during lectures.

## Analysis and Interpretation of the Result

### Q1: Students' Gender

**Table25. Student's Gender**

| Options | N  | %     |
|---------|----|-------|
| Male    | 9  | 15.25 |
| Female  | 50 | 84.74 |
| Total   | 59 | 100   |



**Figure36. Student's Gender**

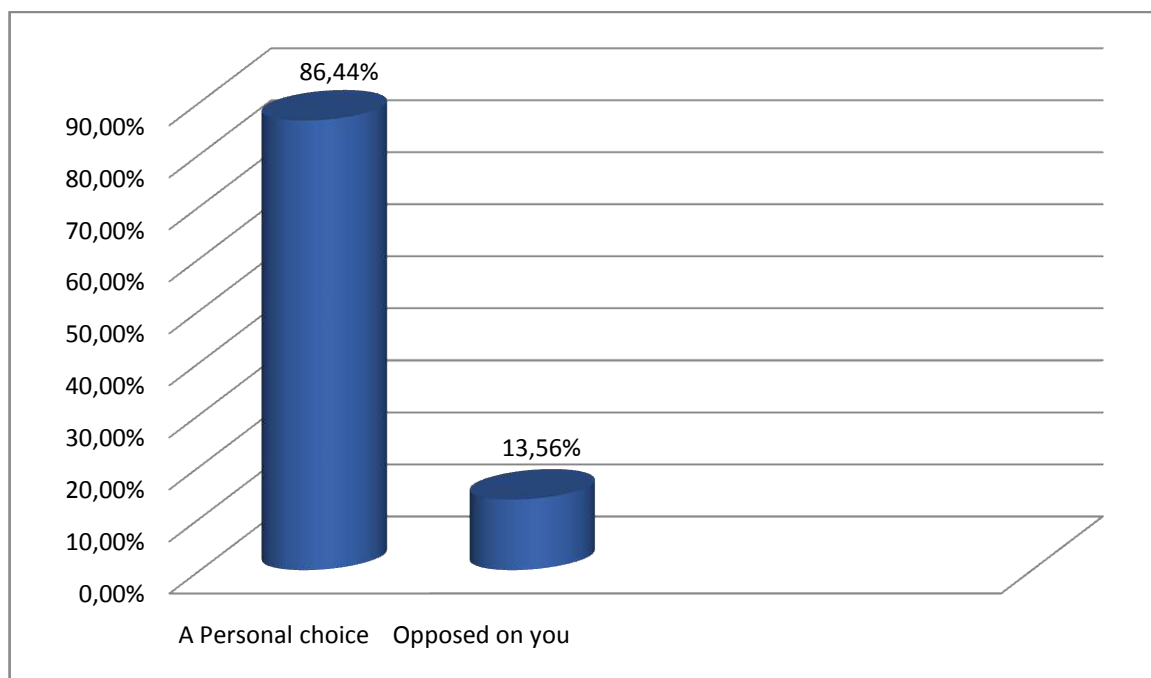
As a figure represents that there is a noticeable difference in the gender of our research sample. The majority of the students who have participated in the questionnaire are females (84.74%). While the minority of them are males (15.25%). So, we can say that females are more dominated and interested in learning foreign language especially English.

Q2: Studing English at university was: .A Personal choice

.Opposed on them

**Table26. Students' Choice of Studing English**

| Options           | N  | %     |
|-------------------|----|-------|
| A Personal choice | 51 | 86.44 |
| Opposed on them   | 8  | 13.56 |
| Total             | 59 | 100   |



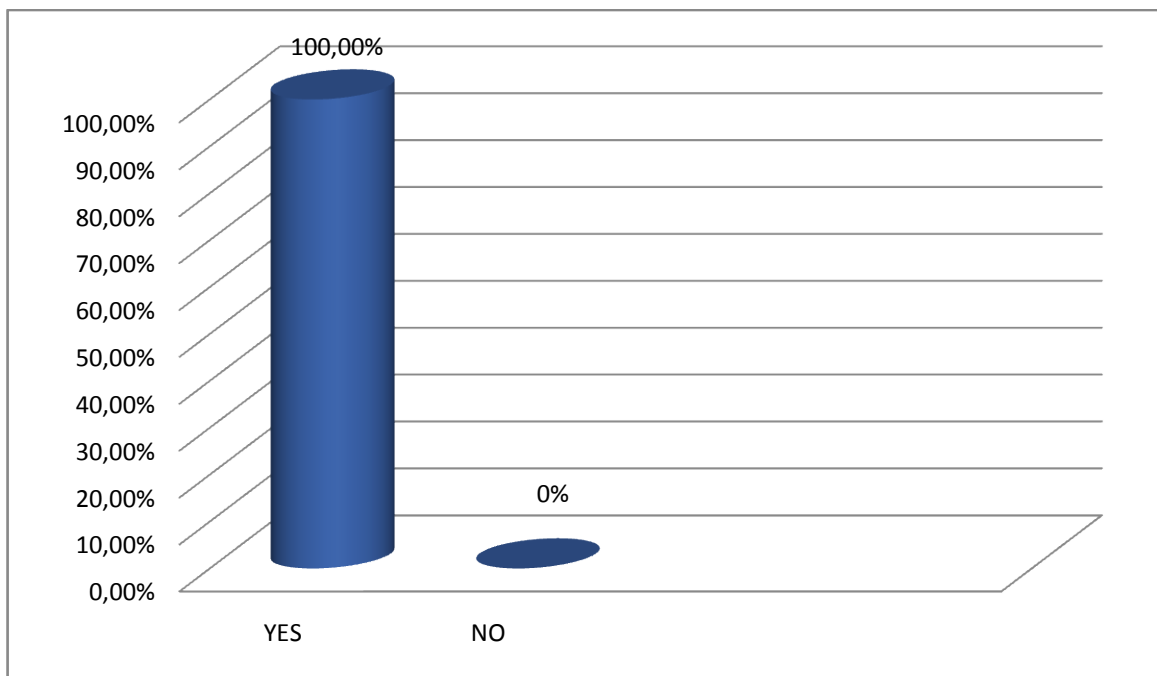
**Figure37. Students' Choice of Studing English**

Figure(37) indicates that most of the second year students (86.44%) choose to study English as a personal choice. However, a small number of them (13.56%) say that English was not their first choice, it was opposed on them. Studing English as personal choice affects positively on students' level.

**Q3:** Do you like learning English?

**Table27. Likeliness of Learning English**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 59 | 83.05 |
| No      | 0  | 16.95 |
| Total   | 59 | 100   |



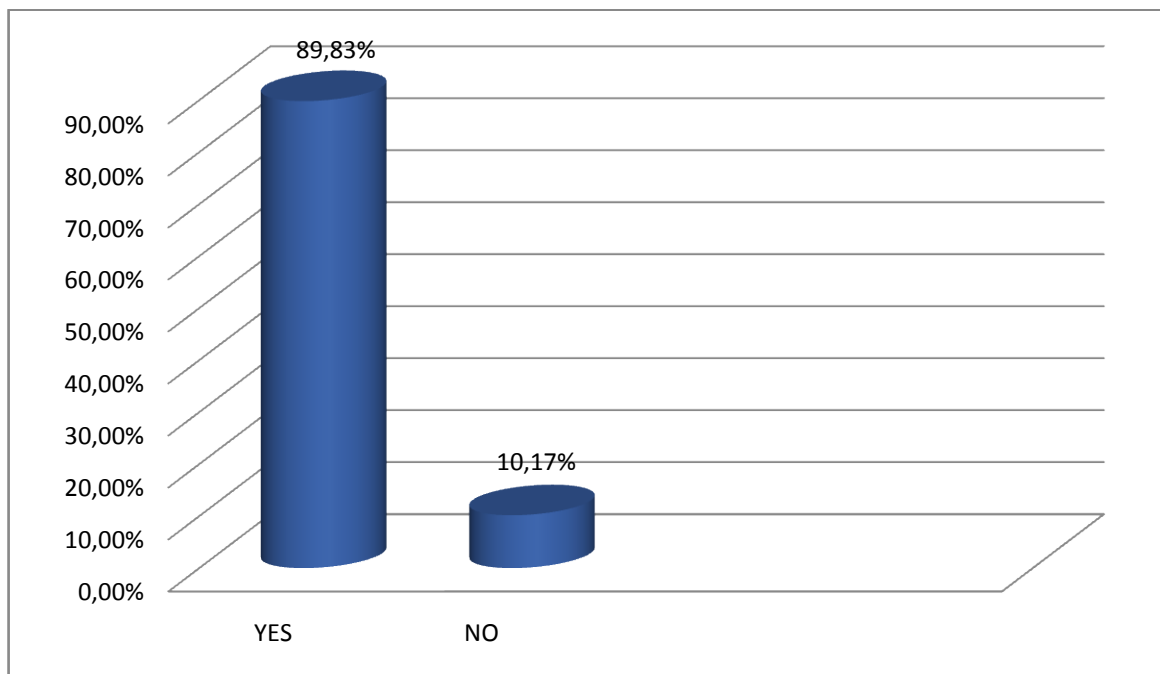
**Figure38. Likeliness of Learning English**

The result of this question shows that all of the students (100%) like learning English because of its importance. It is the most widely spoken language in the world.

**Q4:** Do you take notes during lectures?

**Table28. Taking Notes from Lectures**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 53 | 89.83 |
| No      | 6  | 10.17 |
| Total   | 59 | 100   |



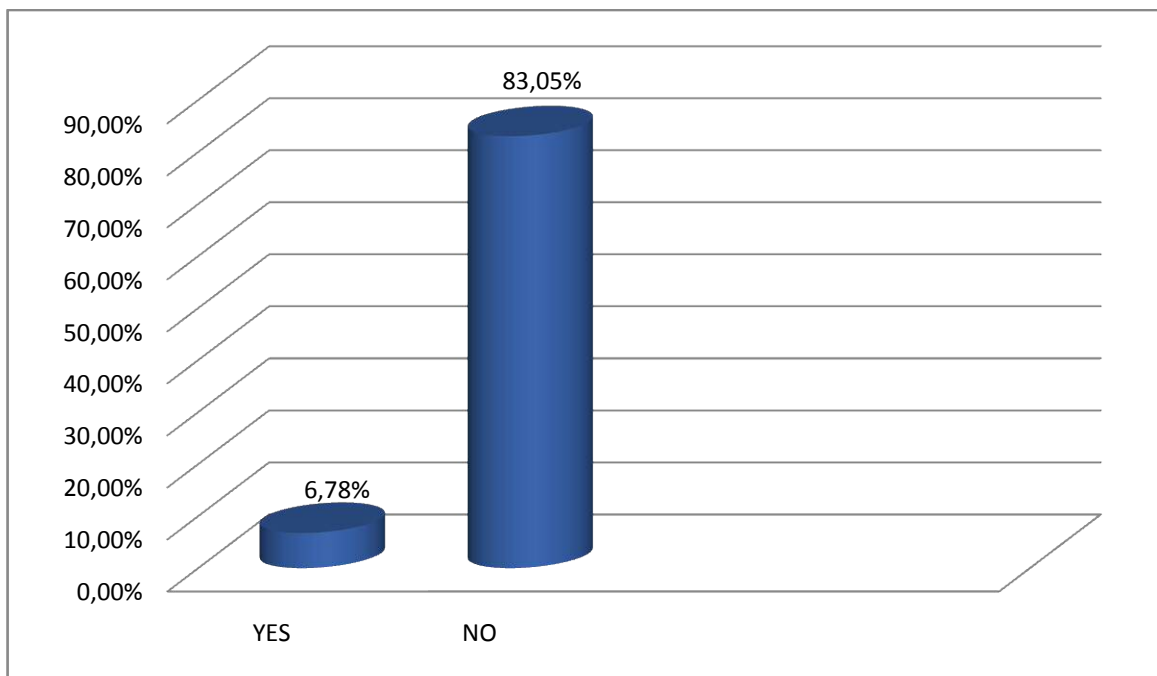
**Figure39. Taking Notes from Lectures**

A quick look on the table (28) we notice that the majority of the students(89.83%) take notes during the lectures. While only (10,17%)of them indicate that they do not do so, which means that note- taking is a common strategy and it is widely used among students since it is useful, it facilitates for them the learning process

.If yes do you write what the teacher says word by word:

**Table29. Writing what does the teacher say word by word**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 4  | 6.78  |
| No      | 49 | 83.05 |
| Total   | 59 | 100   |



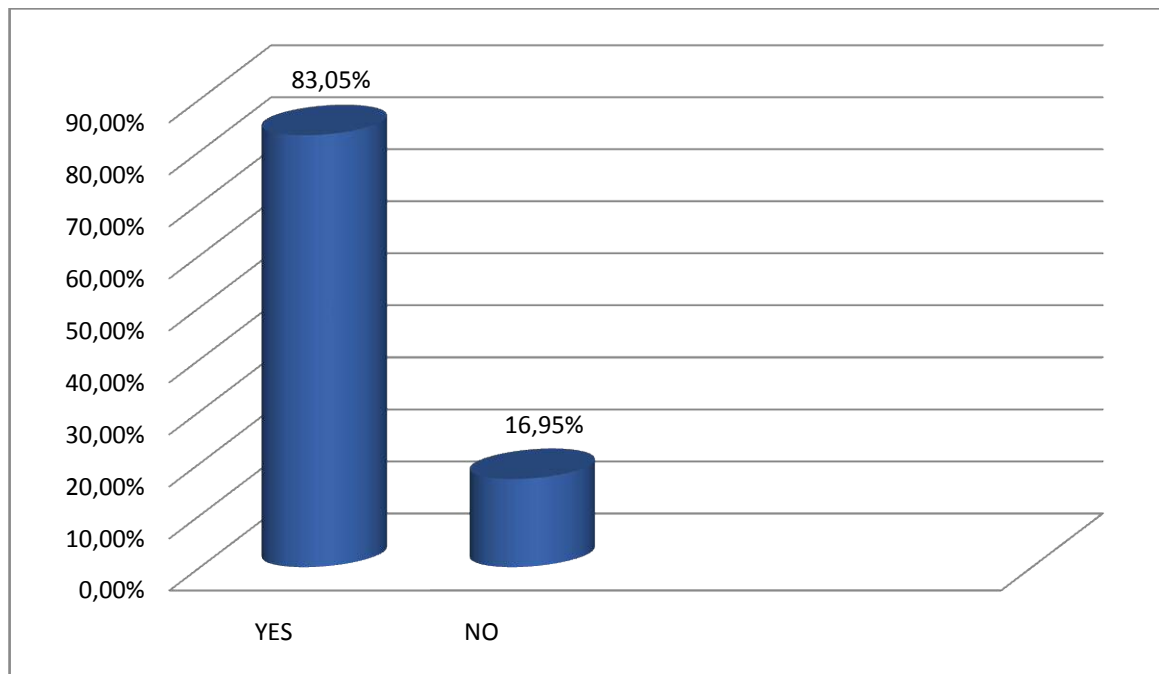
**Figure40. Writing What Does the Teacher Say Word by Word**

From the table above, we can see that the minority of the students (6.78%) write down what the teacher says word by word. While a portion of (83.05%) do not do so, because during the lectures; the teachers explain rapidly and students can not write all what they said.

**Q5:** Have you Been Taught how to take effective notes?

**Table30. Checking Whether Students' Have Been Taught How to Take Effective Notes**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 49 | 83.05 |
| No      | 10 | 16.95 |
| Total   | 59 | 100   |



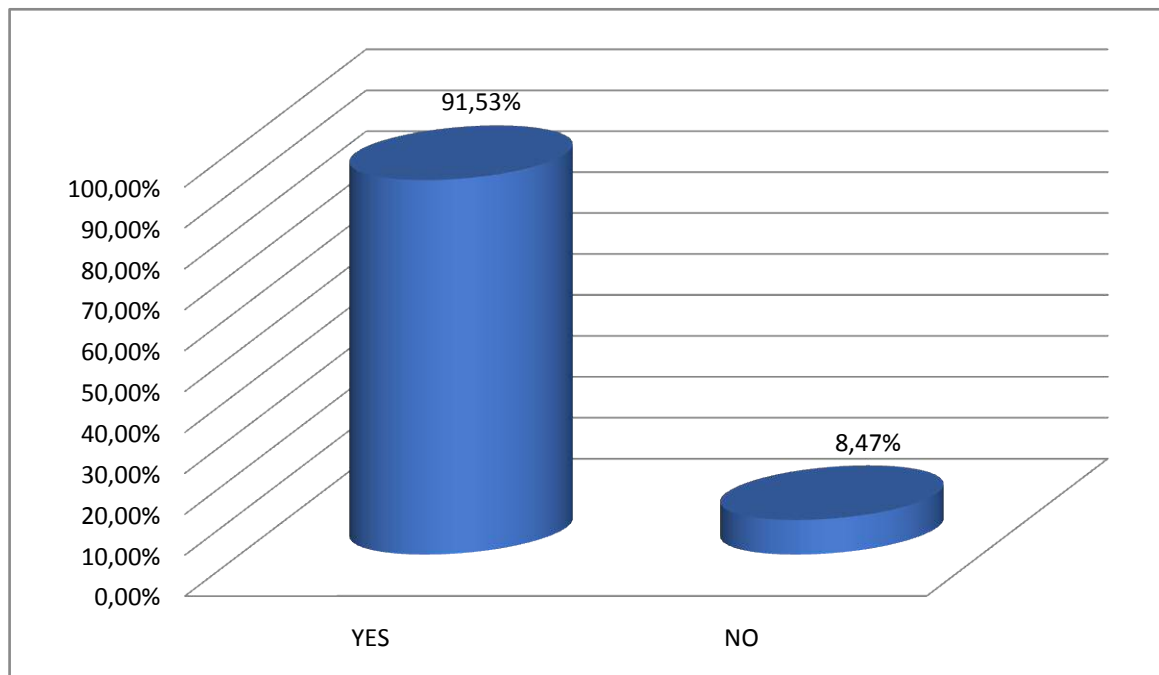
**Figure41. Checking Whether Students' Have Been Taught How to Take Effective Notes**

As an answer for this question,(83.05%)of the respondents assert that they have received instructions concerning how to record better notes. However, (16.94%) of them claim that they do not know how they take effective notes.

**Q6:** your perceptions toward note-taking is that helping you to remember and understand the lectures content.

**Table 31. Taking Notes for Remembering and Understanding the Lectures Content.**

| Options | N  | %     |
|---------|----|-------|
| Yes     | 54 | 91.53 |
| No      | 5  | 8.47  |
| Total   | 59 | 12    |



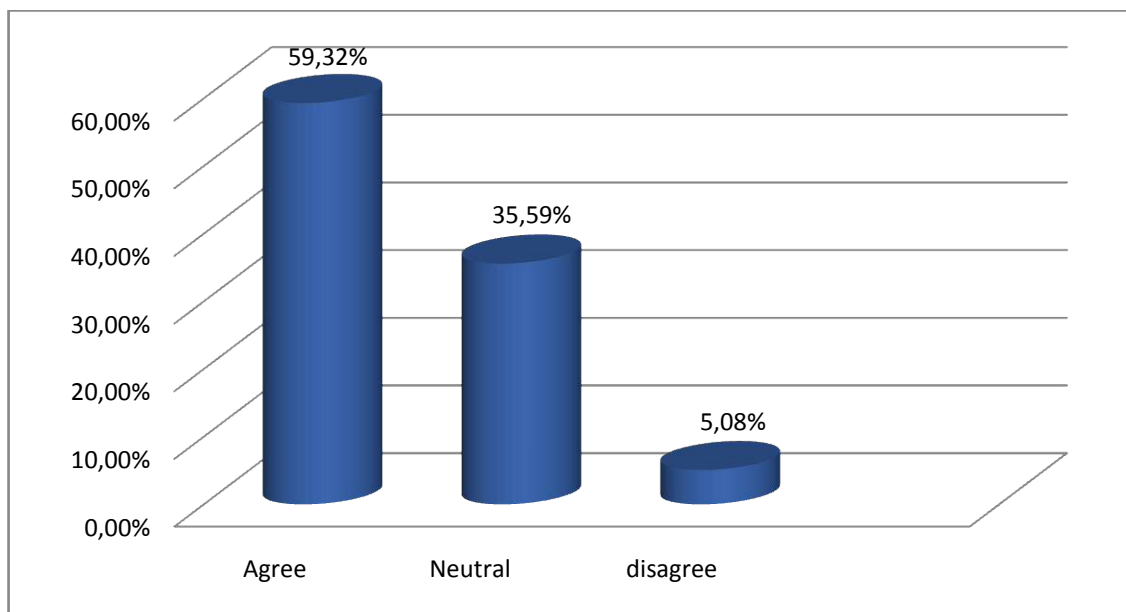
**Figure42. Taking Notes for Remembering and Understanding the Lectures Content.**

In the figure above, it is noticed that (91.53%) of the students consider note-taking as a helpful strategy. It aids them to remember and understand the lecture content. However, (8.47%) of them do not agree so. This result confirms that note-taking is an essential strategy in learning teaching process.

**Q7:** Do you agree that teachers have a great role in rising students' awareness toward the note-taking skill?

**Table32. The Role of Teachers in Rising Students' Awareness Toward Note-Taking Skills.**

| Options  | N  | %     |
|----------|----|-------|
| Agree    | 35 | 59.32 |
| Neutral  | 21 | 35.59 |
| Disagree | 3  | 5.08  |



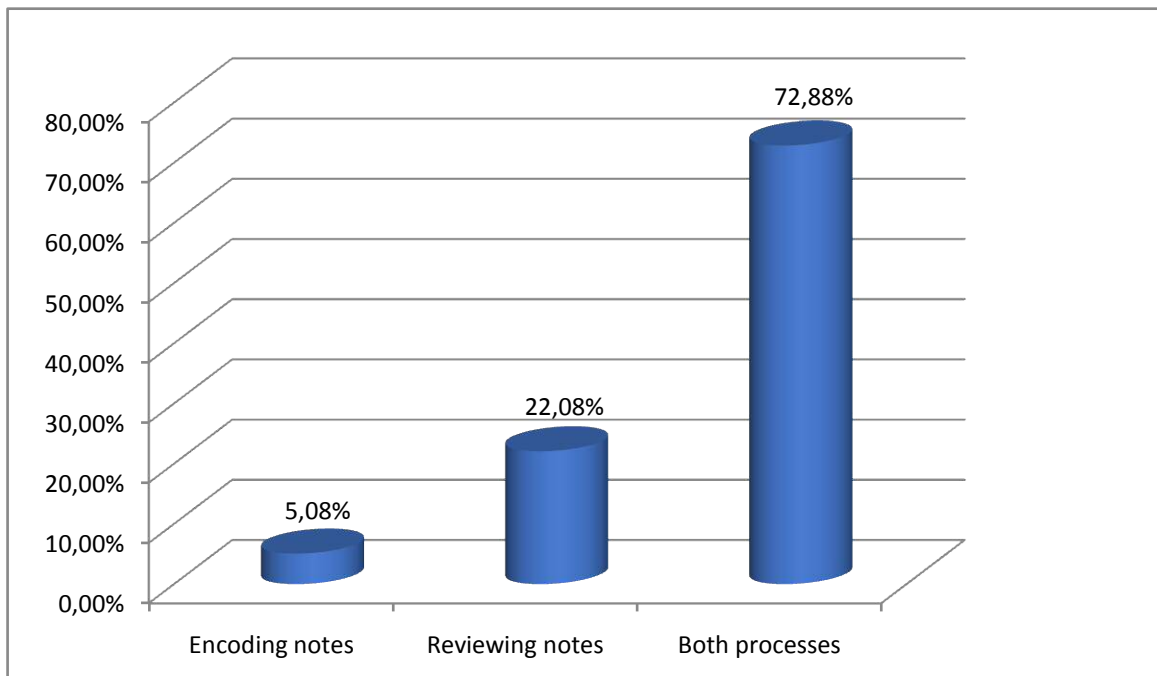
**Figure43. The Role of Teachers in Rising Students Awareness Towards Note-Taking Skill**

This question aims at investigating if teachers have a great role in rising students' awareness towards the note-taking skill. It obviously recognized that most of respondents (59,32%) agree with this opinion. (35,59%) were neutral. However, only the small number of them (5,08%) state that they disagree about this idea, because teachers play a big role in enhnacing the students for taking notes.

**Q8:** In your opinion, the advantages of note-taking are?

**Table33. What Make Note-taking Advantageous**

| Options         | N  | %     |
|-----------------|----|-------|
| Encoding notes  | 3  | 5.08  |
| Reviewing notes | 13 | 22.08 |
| Both processes  | 43 | 72.88 |
| Total           | 59 | 100   |



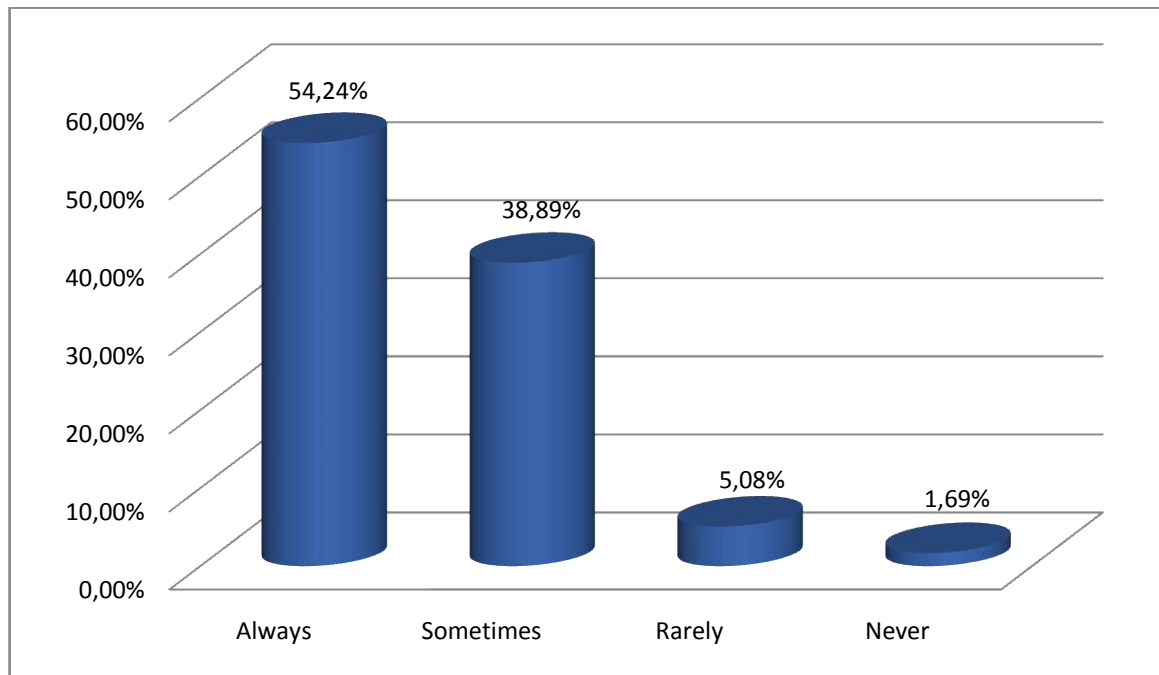
**Figure44. What Make Note-taking Advantageous**

Table (33 ) represents that (22,03%)of the students attribute the advantages of note-taking to the process of reviewing notes.(5,08%) of the students stress that the benefits of note –taking is because of writing down the notes. Intersetingly (72.88%) of the students argue that the usefulness of note- taking results is from both processes.

**Q 9:** I find my notes that I take from the lecture covers the important ideas discussed.

**Table34. Taking Notes and Covering the Important Ideas Discussed**

| <b>Options</b>   | <b>N</b>  | <b>%</b>     |
|------------------|-----------|--------------|
| <b>Always</b>    | <b>32</b> | <b>54.24</b> |
| <b>Sometimes</b> | <b>23</b> | <b>38.98</b> |
| <b>Rarely</b>    | <b>03</b> | <b>5.08</b>  |
| <b>Never</b>     | <b>01</b> | <b>1.69</b>  |



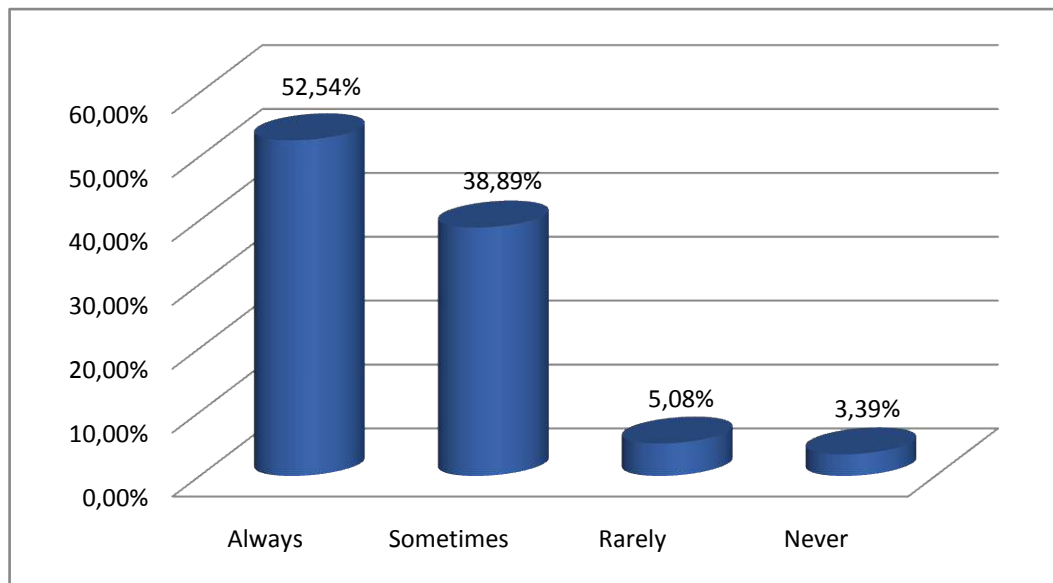
**Figure45. Taking Notes and Covering the Important Ideas Discussed**

From table (45) there are students who find that their notes covers the important ideas, they are divided into (54.24%) of those who always find it so, (38.98%) of students who sometimes agree with the point, on the other hand a small portion includes those who rarely (5.08%) and never (1.69%) who think so. This results indicates that taking notes helps students to know the main ideas.

**Q10:** I use my notes when I am doing home work and /or reviewing for a test.

**Table35. Using Notes as a Reference When Doing Home Work and / or Review for Tests**

| <b>Optinos</b>   | <b>N</b>  | <b>%</b>     |
|------------------|-----------|--------------|
| <b>Always</b>    | <b>31</b> | <b>52.54</b> |
| <b>Sometimes</b> | <b>23</b> | <b>38.98</b> |
| <b>Rarely</b>    | <b>3</b>  | <b>5.08</b>  |
| <b>Never</b>     | <b>2</b>  | <b>3.39</b>  |
| <b>Total</b>     | <b>59</b> | <b>100</b>   |



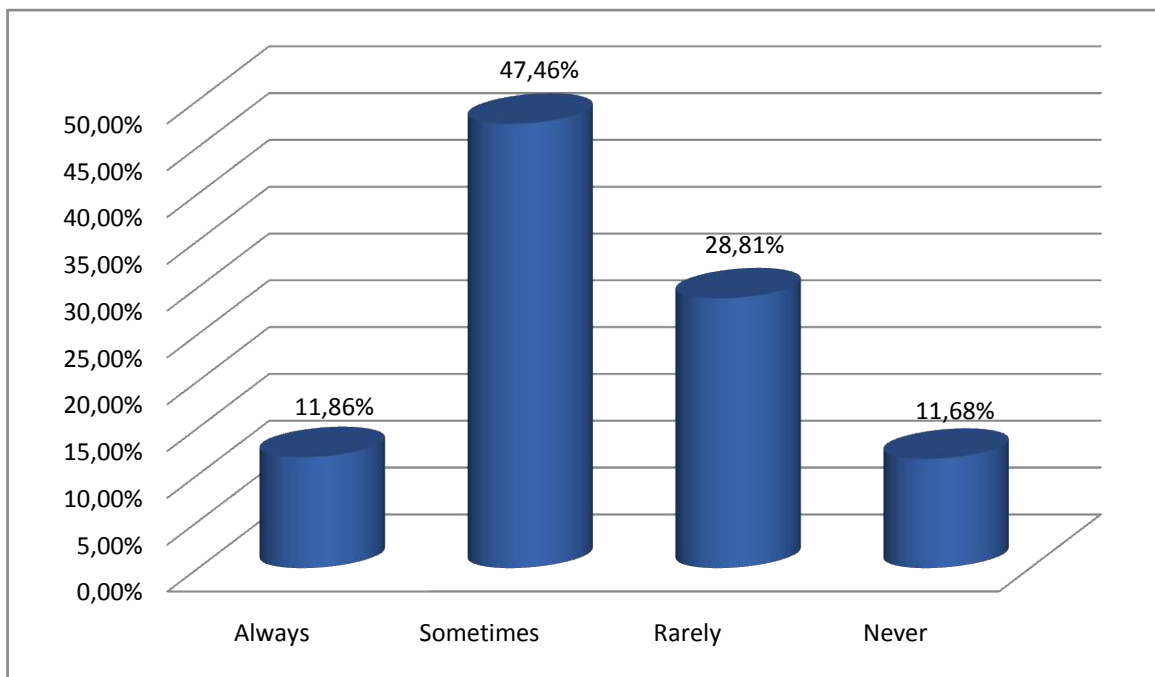
**Figure46. Taking Notes and Covering the Important Ideas Discussed**

This question aims to investigate if students use their notes when they are doing home work and /or reviewing for the test. The figure above shows that (52.24%) of students depend on their notes for revising and others (38.98%) claim sometimes use their notes. While (5.08%) and (3.39%) of the participant are rarely and never doing that. It amplifies that note taking strategy is considered as an external store of information which facilitate for the students the later revision and it aids them in their tests and exams.

**Q11:** I find it difficult to select what information to include in my notes.

**Table36. Difficulty of Selecting the Included Information in the Notes**

| <b>Options</b>   | <b>N</b>  | <b>%</b>     |
|------------------|-----------|--------------|
| <b>Always</b>    | <b>7</b>  | <b>11.86</b> |
| <b>Sometimes</b> | <b>28</b> | <b>47.46</b> |
| <b>Rarely</b>    | <b>17</b> | <b>28.81</b> |
| <b>Never</b>     | <b>7</b>  | <b>11.86</b> |
| <b>Total</b>     | <b>59</b> | <b>100</b>   |



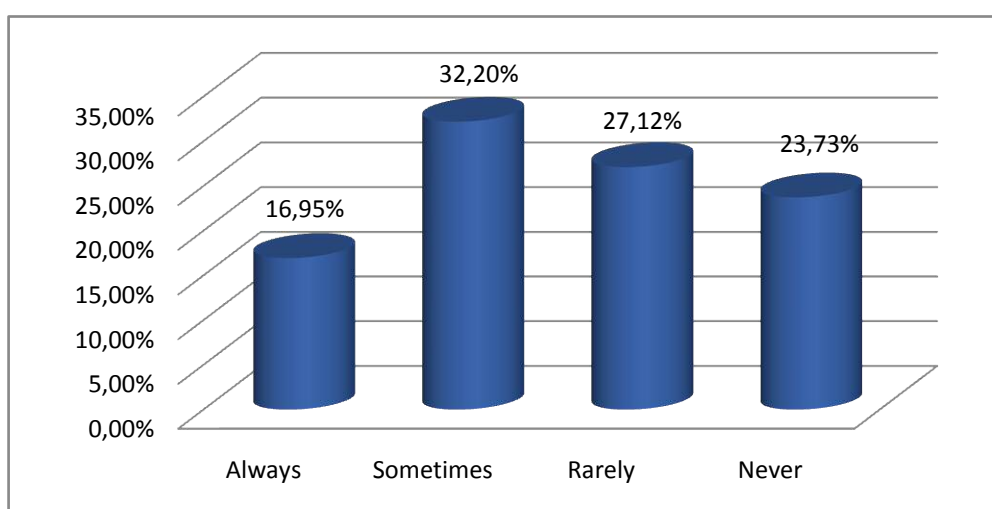
**Figure47: Difficulty of Selecting the Included Information in the Notes**

Table (36) exhibits that (47.46%) of students are sometimes find difficulties when they select the ideas which they include it in their notes, a portion of (11.86 %) of them do so. While (28.81%) and (11.86%) are rarely and never face this problem .Thus EFL students are not familiar enough with such process, especially in involving the new information.

**Q12:** I compare my notes with my classmates' notes for correctness and comprehensiveness?

**Table37. Comparison of the Notes with Classmates for Correctness and Comprehensiveness**

| <b>Options</b>   | <b>N</b>  | <b>%</b>     |
|------------------|-----------|--------------|
| <b>Always</b>    | <b>10</b> | <b>16.95</b> |
| <b>Sometimes</b> | <b>19</b> | <b>32.20</b> |
| <b>Rarely</b>    | <b>16</b> | <b>27.12</b> |
| <b>Never</b>     | <b>14</b> | <b>23.73</b> |
| <b>Total</b>     | <b>59</b> | <b>100</b>   |



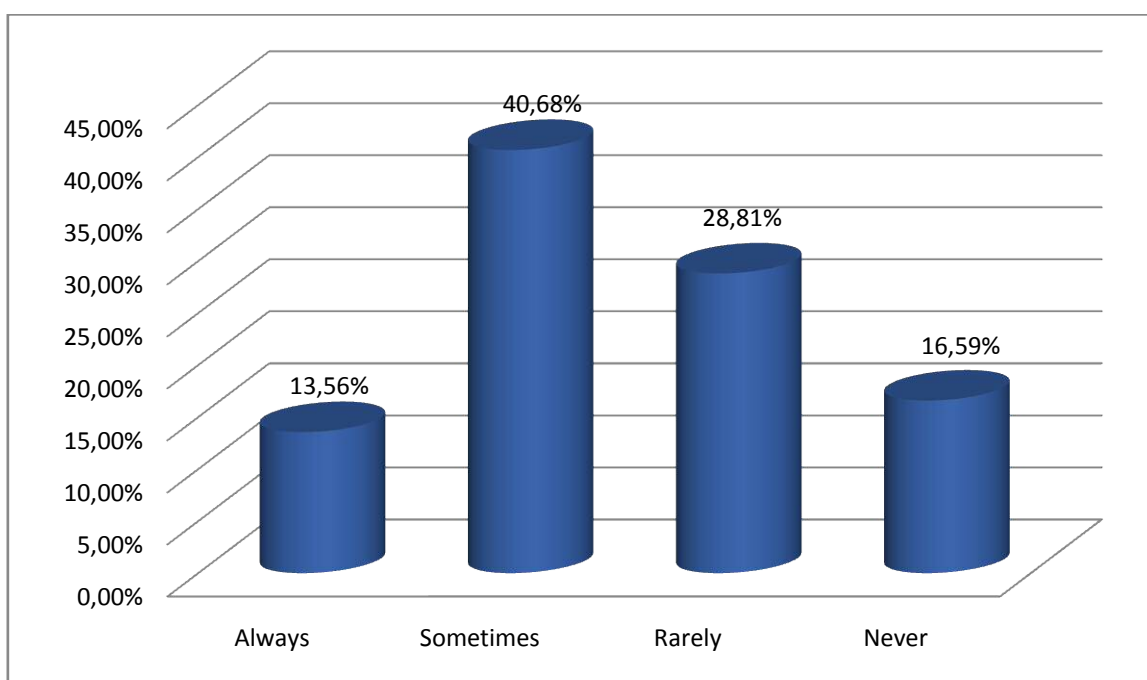
**Figure48. Comparison of the Notes With Classmates for Correctness and Comprehensiveness**

Figure(48) represents that only (32.20%) of students are sometimes compare their notes with classmates' one for correctness and comprehensiveness. Whereas, a portion of (16.95%) of them always do that. However, (27.12%) and (23.73%) are rarely and never doing so, which means that students control themselves alone, they do not need such comparison.

**Q13:** I review and reorganize my notes before and after class?

**Table38. Reviewing and Reorganizing the Notes Before and After Class.**

| Options   | N  | %     |
|-----------|----|-------|
| Alawys    | 8  | 13.56 |
| Sometimes | 24 | 40.68 |
| Rarely    | 17 | 28.81 |
| Never     | 10 | 16.95 |
| Total     | 59 | 100   |



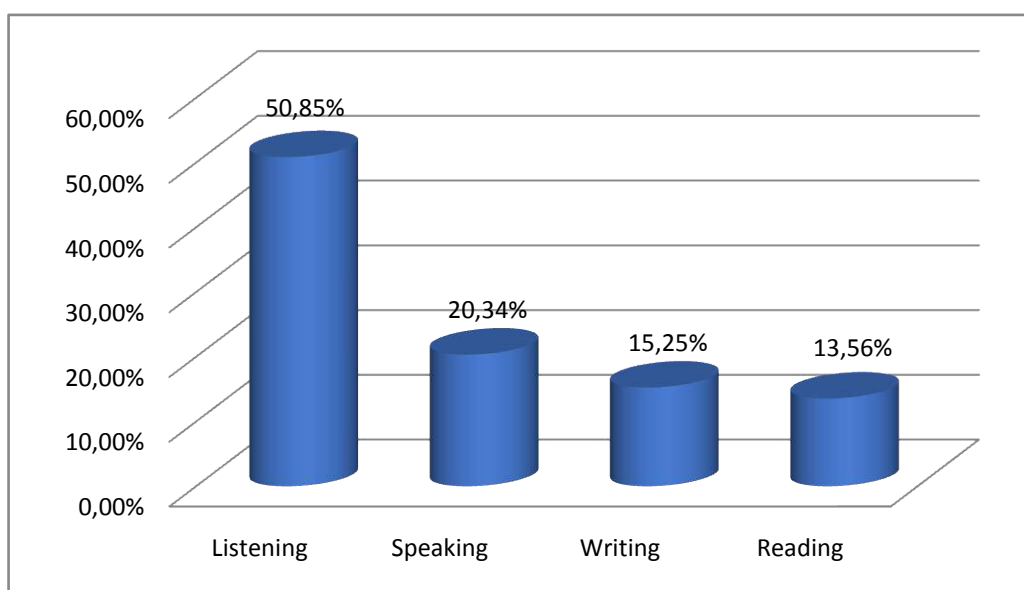
**Figure49. Reviewing and Reorganizing the Notes BeforeAnd After Class.**

As shown in table (38) that (40.68%) are sometimes reviewing and reorganizing their notes before and after class.(13.56%) of the students are always doing that. However, (28.81%) of (16.95%) are rarely and never review and reorganize their notes. Which means that EFL students most of the time use note-taking strategy since it is helpful and useful.

**Q14:**What is the language skill would like to master first?

**Table39. The First Skill that Students Like to Master.**

| options   | N  | %     |
|-----------|----|-------|
| Listening | 30 | 50.85 |
| speaking  | 12 | 20.34 |
| Writing   | 9  | 15.25 |
| Reading   | 8  | 13.56 |
| Total     | 59 | 100   |



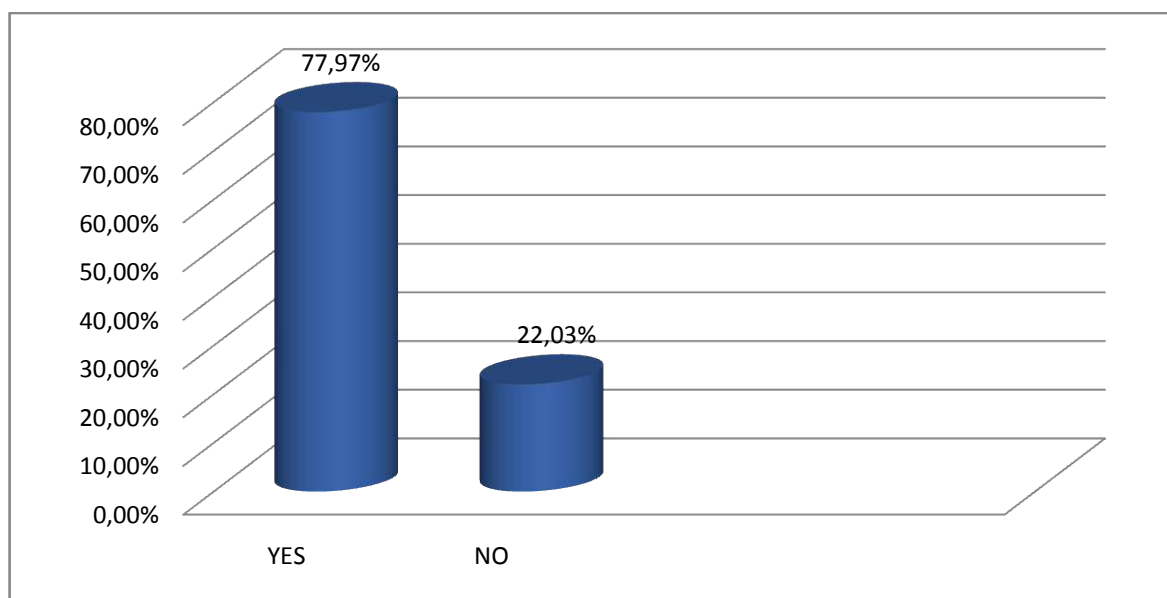
**Figure50. The First Skill that Students Like to Master.**

According to table (39), we notice that a great number of the sample (50.85%) indicate that listening skill is the skill that comes first because they could not master the four skills without it. listening motivates them to speak, read and write. Aportion of (20.34%) of students answer that speaking comes firrt, because it gives them the oportunity to talk and express themselves.Only (15.25%) and (13.56%) of the participants said that writing and reading comes first.

**Q15:** Do you think the listening tasks took in class are useful?

**Table40. Usefulness of Listeing Tasks**

| options | N  | %     |
|---------|----|-------|
| Yes     | 46 | 77.97 |
| No      | 13 | 22.03 |
| Total   | 59 | 100   |



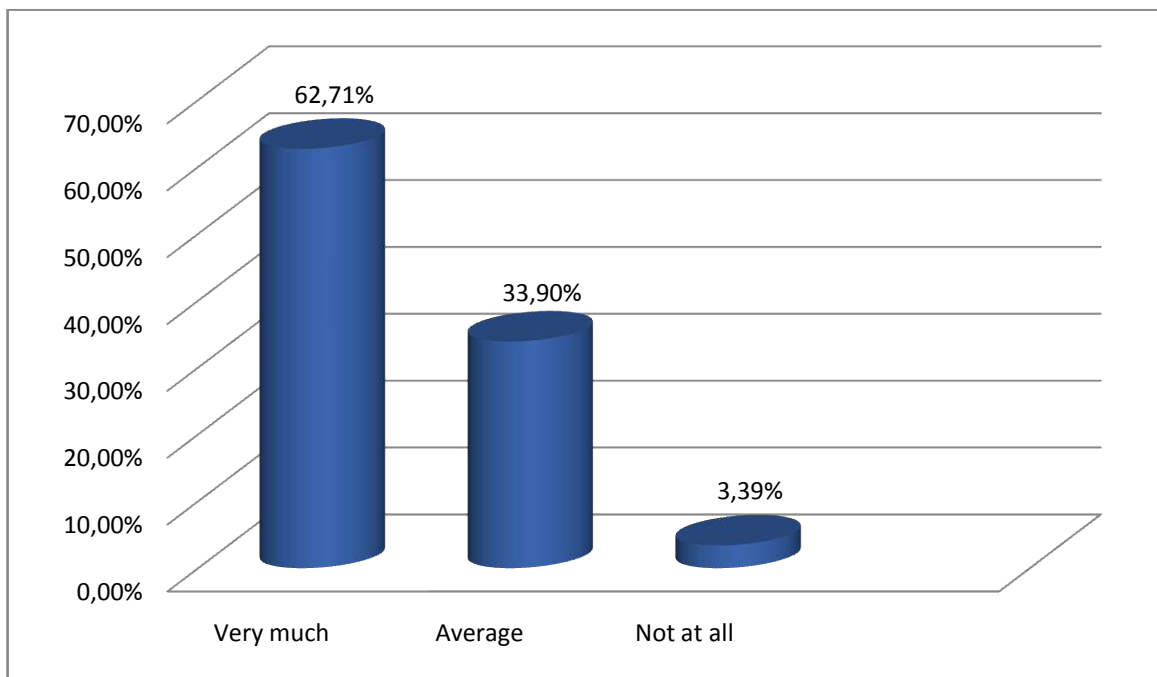
**Figure51. Usefulness of Listening Tasks**

As shown in table (51) the majority of students (77.97%) are satisfied with the listening tasks suggested in the class, because it helps them to know new words and to pronounce some difficult words. For them, listening skill it is the basic of learning process. However, (22.03%) of the students say that these tasks are useless, because they do not practice much listening task in class and also they face difficulies in understanding some words.

**Q16:** To what extent does the listening skill helps in improving your language proficiency ?

**Table41. The Role of Listening Skill in Enhancing the Student’s Language Proficiency.**

| options    | N  | %     |
|------------|----|-------|
| Very much  | 37 | 62.71 |
| Average    | 20 | 33.90 |
| Not at all | 2  | 3.39  |
| Total      | 59 | 100   |



**Figure52. The Role of Listening Skill in Enhancing the Student’s Language Proficiency**

Table (41) represents that( 62.71%) of students say that their language capacity has improved very much through the listening skill.However, a portion of (33.90%) say that the listening skill does not help them to improve their language capacity, which means; the listening task has a big role in improving the language proficiency.

**Q17:** When you listen to the first time at classroom,you:

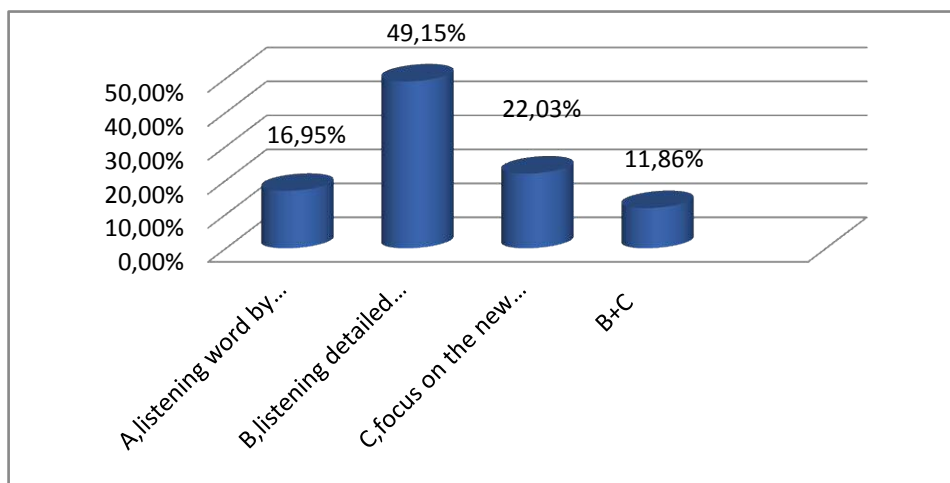
A.Listen word by word

B.Listen detailed information

C.Focus on new the word

**Table42. Students' Perceptions toward Listening for the First Time**

| options                              | N         | %            |
|--------------------------------------|-----------|--------------|
| <b>A.Listen word by word</b>         | <b>10</b> | <b>16.95</b> |
| <b>B.Listen detailed information</b> | <b>29</b> | <b>49.15</b> |
| <b>C.Focus on new the word</b>       | <b>13</b> | <b>22.03</b> |
| <b>B+C</b>                           | <b>7</b>  | <b>11.86</b> |
| <b>Total</b>                         | <b>59</b> | <b>100</b>   |



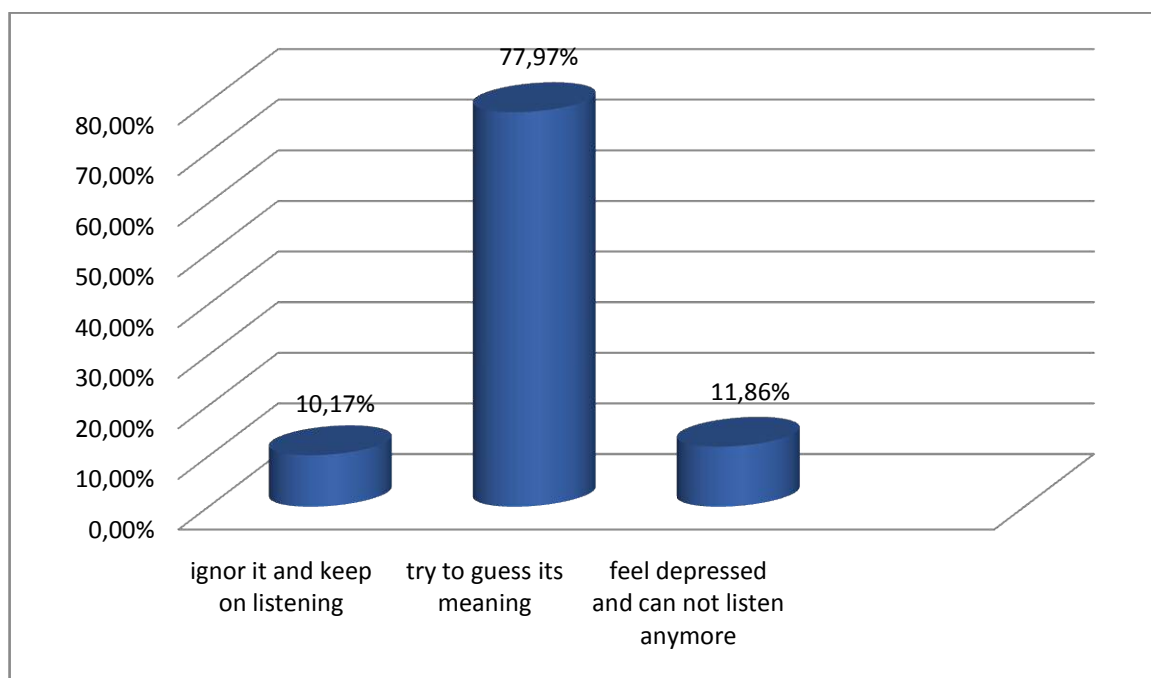
**Figure53. Students' Perception toward Listening for the First Time**

Table (42) exhibits students' reaction when they listen to the first time.(49.15%) of students claim that they listen for the detailed information. However, (22.03%) say that they concentrate just with with the new words.A portion of (16.95%) of respondents listen word by word. Others (10.17%) say that they need the subordinate ideas and details and also the new word. As aresult we notice that students are interested and familiar with the listening task.

**Q18:** What do you do if you can not understand a word or phrase while listening ?

**Table43. Students' Reaction When they Could not Understand a Word or Phrase**

| A portion   | N         | %            |
|---|-----------|--------------|
| <b>Ignor it and keep on listening</b>             | <b>6</b>  | <b>10.17</b> |
| <b>try to guess its meaning</b>                   | <b>46</b> | <b>77.97</b> |
| <b>Feel depressed and can not listen any more</b> | <b>7</b>  | <b>11.86</b> |
| <b>Total</b>                                      | <b>59</b> | <b>100</b>   |



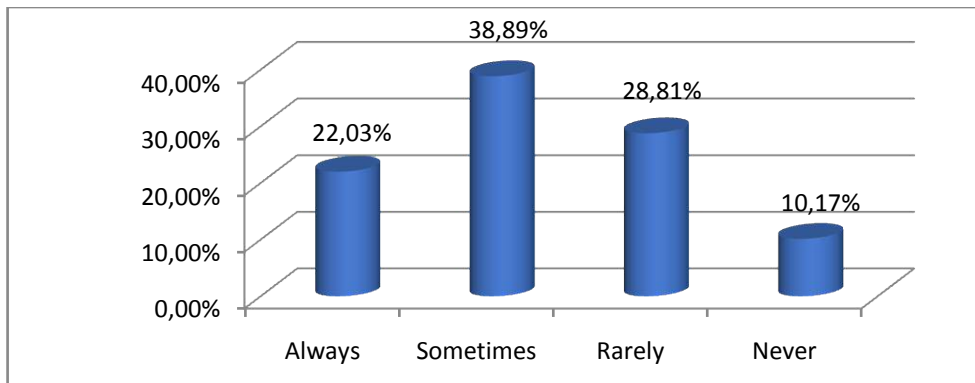
**Figure54. Students' Reaction When they Could not Understand a Word or Phrase**

The Table above shows students reaction when they can not understand words or phrases while listening. A great majority of students (77.97%) try to guess the meaning of the ambiguous word. While (11.86%) feel depressed and can not listen any more. Whereas, a portion (10.17%) are just ignore what they can not understand and keep on listening. This means that students give a large important to listening skill simply because listening is among the key factors that facilitate the language learning.

**Q19: How often do you face the following Problems?**

**Table44. Listening Skill Problems**

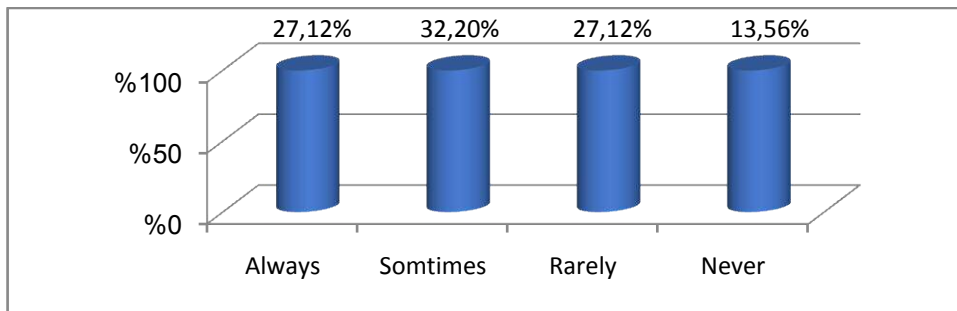
| Options                             | Always    |              | Sometimes |              | Rarely    |              | Never     |              |
|-------------------------------------|-----------|--------------|-----------|--------------|-----------|--------------|-----------|--------------|
|                                     | N         | %            | N         | %            | N         | %            | N         | %            |
| <b>.lackof background knowledge</b> | <b>13</b> | <b>22.03</b> | <b>23</b> | <b>38.98</b> | <b>17</b> | <b>28.81</b> | <b>6</b>  | <b>10.17</b> |
| <b>Speed of speech</b>              | <b>16</b> | <b>27.12</b> | <b>19</b> | <b>32.20</b> | <b>16</b> | <b>27.12</b> | <b>8</b>  | <b>13.56</b> |
| <b>Listening unknown words</b>      | <b>9</b>  | <b>15.25</b> | <b>40</b> | <b>67.79</b> | <b>9</b>  | <b>15.25</b> | <b>1</b>  | <b>1.69</b>  |
| <b>Unfamiliar topic</b>             | <b>4</b>  | <b>6.78</b>  | <b>25</b> | <b>42.37</b> | <b>23</b> | <b>38.98</b> | <b>7</b>  | <b>11.86</b> |
| <b>Long listening texts</b>         | <b>7</b>  | <b>11.86</b> | <b>22</b> | <b>37.29</b> | <b>19</b> | <b>32.20</b> | <b>11</b> | <b>18.64</b> |
| <b>Noise</b>                        | <b>22</b> | <b>37.29</b> | <b>18</b> | <b>30.51</b> | <b>8</b>  | <b>13.56</b> | <b>11</b> | <b>18.64</b> |
| <b>Different accent</b>             | <b>14</b> | <b>23.73</b> | <b>17</b> | <b>28.81</b> | <b>13</b> | <b>22.03</b> | <b>15</b> | <b>25.42</b> |
| <b>Total</b>                        | <b>15</b> | <b>100</b>   | <b>15</b> | <b>100</b>   | <b>15</b> | <b>100</b>   | <b>15</b> | <b>100</b>   |



**Figure55. Students' Perception towards the Problem of "Lack of Background knowledge".**

**A.Lack of Background Knowledge**

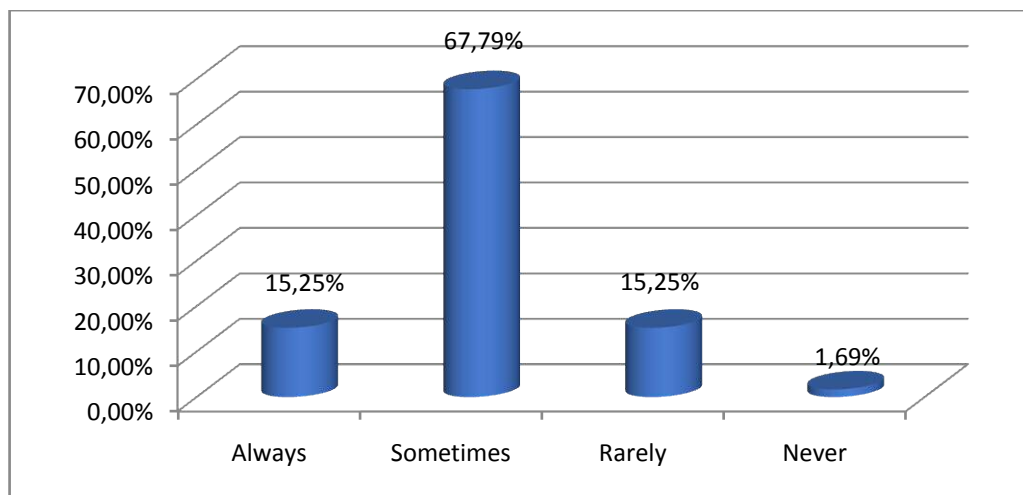
In the figure (56) we discuss the problem of lacking of back ground knowledge the majority of students (38.98%) are sometimes encountering this problem .While (22.03) are always face it.Aportion of (28.81%) and (10.17%) are rarely and never have this problem.This indicates that background knowledge about the topics is something important, students can own it by watching videos or reading different books.



**Figure56. Student's Perceptions toward the Problem of "Speed of Speech"**

**B.Speed of Speech**

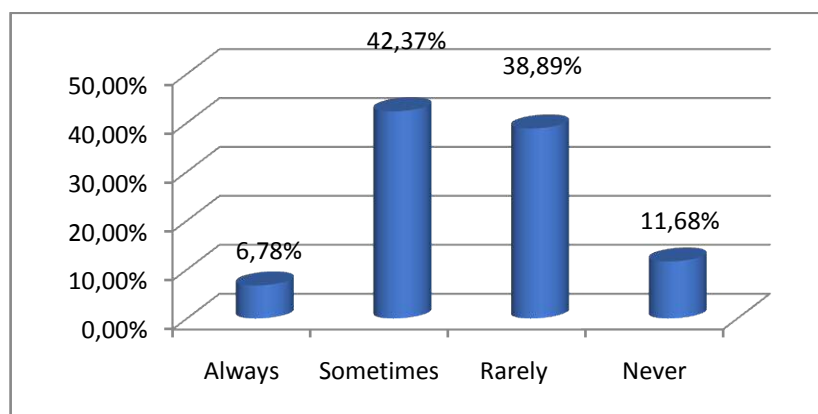
The problem speed of speech is claimed in the figure (56). It shows that (27.12%) and (32.20%) are always and sometimes encountering this problem. However, (27.12%) of them assert that they rarely do.A portion of (13.56%)of themclaim that they never face it. As a solution to this problem teachers have to slow the speed of speech, thus students could focus on the lecture content.



**Figure 57: Student's Perceptions toward the Problem of "Listening to Unknown Words"**

### C. Listening to Unknown words

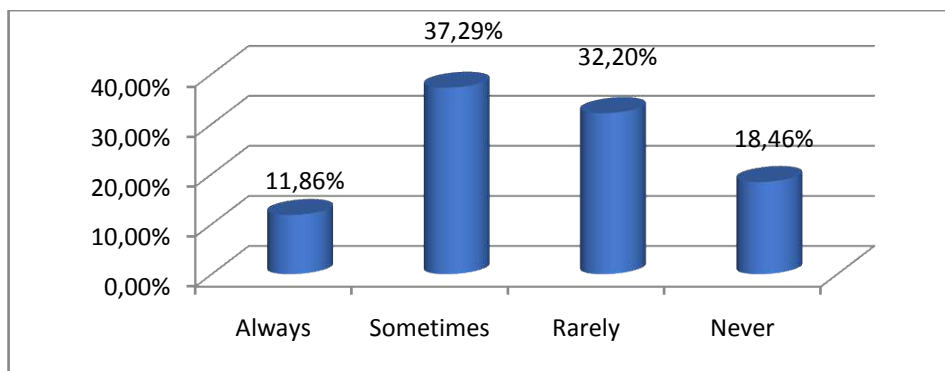
This question aims to investigate the students' problem of listening to the unknown words portions are as follow (15.25%) always, (67.79%) sometimes, (15.25%) rarely and (1.69%) never. So, teachers should help students to overcome this difficulty by showing them how to acquire different vocabulary.



**Figure 58: Student's Perception toward the Problem of "Unfamiliar Topic"**

### D. Unfamiliar Topic

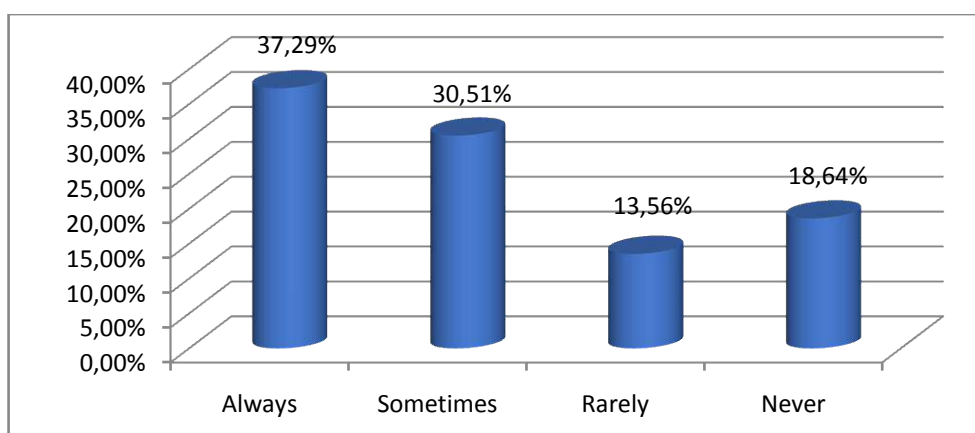
According to the figure (58) that shows the problem of unfamiliar topics. (42.37%) of students sometimes encountering this problem. However, a portion of (15.25%) of them are always and rarely face it. (1.69%) is the portion of those who never face this problem. Thus teachers should provide students an overview about the topic.



**Figure 59: Student's Perception toward the Problem of "Long Listening Text"**

### **E.Long Listening Texts**

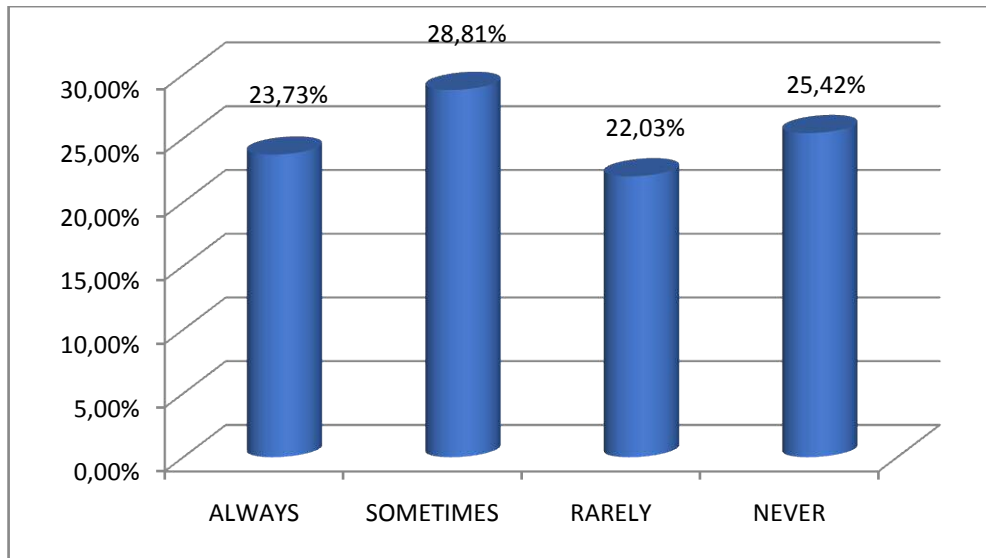
When we asked students how much they face the problem of long listening texts, the answers were as follow: (37.29%) and (32.20%) of students say that they sometimes and rarely encounter this problem. However, small portion of (11.86%) of them are always face it, and a portion of (18.64%) say that they do not face the problem of long listening texts. We can conclude that it is better for student if teacher prepare before an acceptable listening texts, trying to avoid the long one in order to keep students' attention.



**Figure 60: Student's Perception Toward the Problem of Noise**

### **F.Noise**

Figure (60) indicates that (37.29%) of the students are always face problem of noise. (30.51%) of them are sometimes and a portion of (18.64%) of the sample say that they never encountering this problem while (13.56%) of them are rarely do. Therefore, this problem could solve if the teacher control the class to reduce the noise.



**Figure61. Student’s Perceptions toward the Problem of Different Accent**

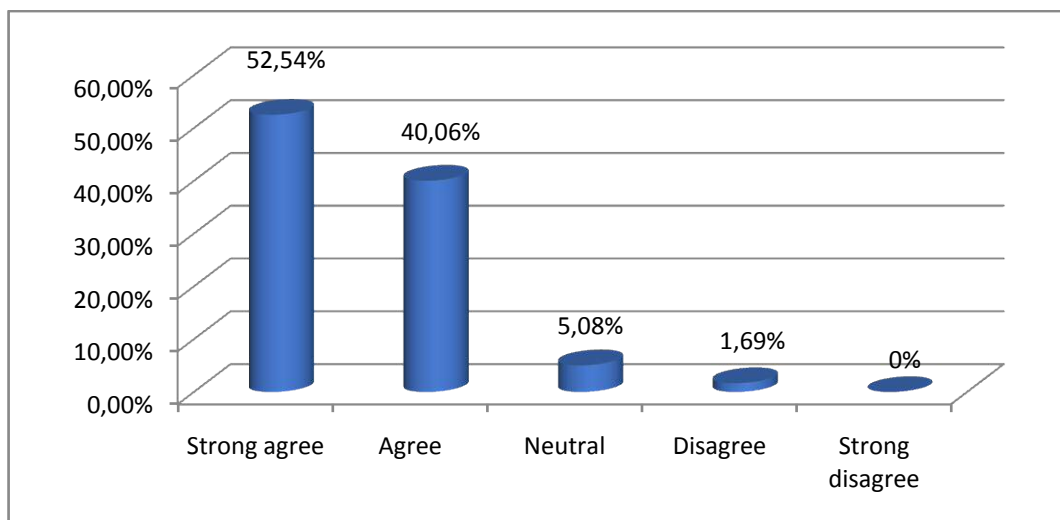
**G.Different Accent:**

According to the findings from the figure,(28.81%) of the sample face the problem of the different accentsometimes. (25.42%) of them claim that they never find a problem of listening to different accent whereas, a portion of (23.73%) of students face it always, still a portion of (28.01%) of those who face it rarely.So,we can avoid this problem by simplify the accent in order to be understood.

**Q21:** Taking notes make you pay attention to the teachers' gestures and tone of voice when deciding what to write in your notes.

**Table45. Note-taking and its Role in Helping Students to Focus with Teacher's Gestures and Tone of Voice**

| Options         | N         | %          |
|-----------------|-----------|------------|
| Strong agree    | 31        | 52.54      |
| Agree           | 24        | 40.06      |
| Neutral         | 03        | 5.08       |
| Disagree        | 01        | 1.69       |
| Strong disagree | 00        | 00         |
| <b>Total</b>    | <b>59</b> | <b>100</b> |



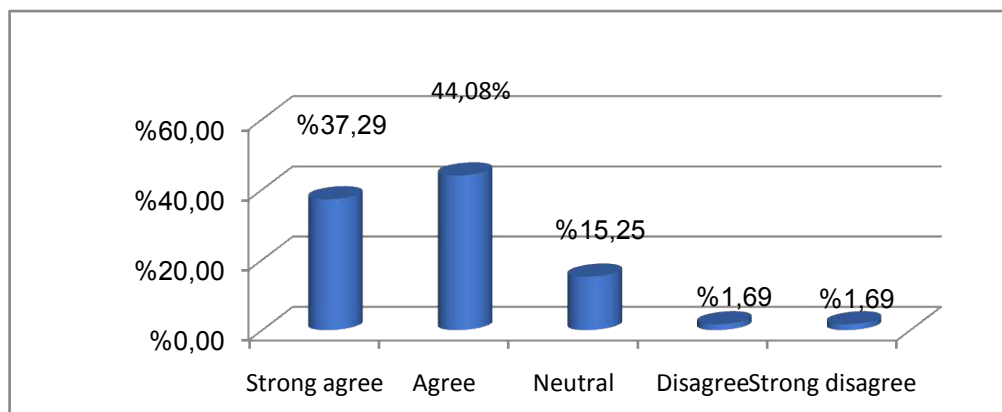
**Figure62. Note-taking and its Role in Helping Students to Focus with Teacher's Gestures and Tone of Voice**

It is clear from table (45) that the majority of students (52.54%) agree strongly that note-taking makes a student pay attention to teacher's gestures and tone of voice when deciding what to write in their notes. A portion of (40.06 %) of them agree. However, (5.08%) of the respondents were neutral. Only (1.69%) of students who disagree with the idea. Therefore, we can say that note-taking strategy facilitates for students the learning process. It helps them to focus with teacher and concentrate during lecture.

**Q22:** Taking-notes help you to catch the received ideas and facts that seem to be difficult to remember and understand

**Table46. Taking-notes and Catching the Received Ideas and Facts that seem to be Difficult to Remember and Understand.**

| Options         | N         | %          |
|-----------------|-----------|------------|
| Strong agree    | 22        | 37.29      |
| Agree           | 26        | 44.08      |
| Neutral         | 9         | 15.25      |
| Disagree        | 1         | 1.69       |
| Strong disagree | 1         | 1.69       |
| <b>Total</b>    | <b>59</b> | <b>100</b> |



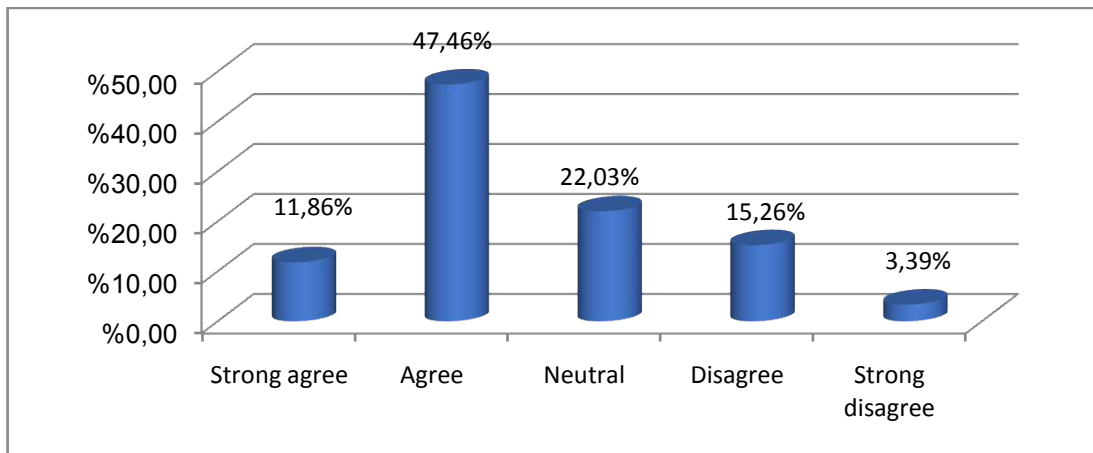
**Figure63. Taking-notes and Catching the Received Ideas and Facts That Seem to be Difficult to Remember and Undersatand.**

According to the table above, most of students (44.08%) agree on the benefits of note-taking in helping them to catch the received ideas and facts that seem to be difficult to remember and understand. And (37.29%) of them strongly agree. a portion of (15.25%) of the sample was neutral. However, only (1.69%) of the respondents disagree and others (1.69%) disagree strongly. So, taking notes helps to store the received information for the later use.

**Q23:** Taking- notes while listening may hinder you attention

**Table47. Students Perceptionstoward Note-Taking as a Hindrance of Students' Attention.**

| Options         | N  | %     |
|-----------------|----|-------|
| Strong agree    | 7  | 11.86 |
| Agree           | 28 | 47.46 |
| Neutral         | 13 | 22.03 |
| Disagree        | 9  | 15.26 |
| Strong disagree | 2  | 3.39  |
| Total           | 59 | 100   |



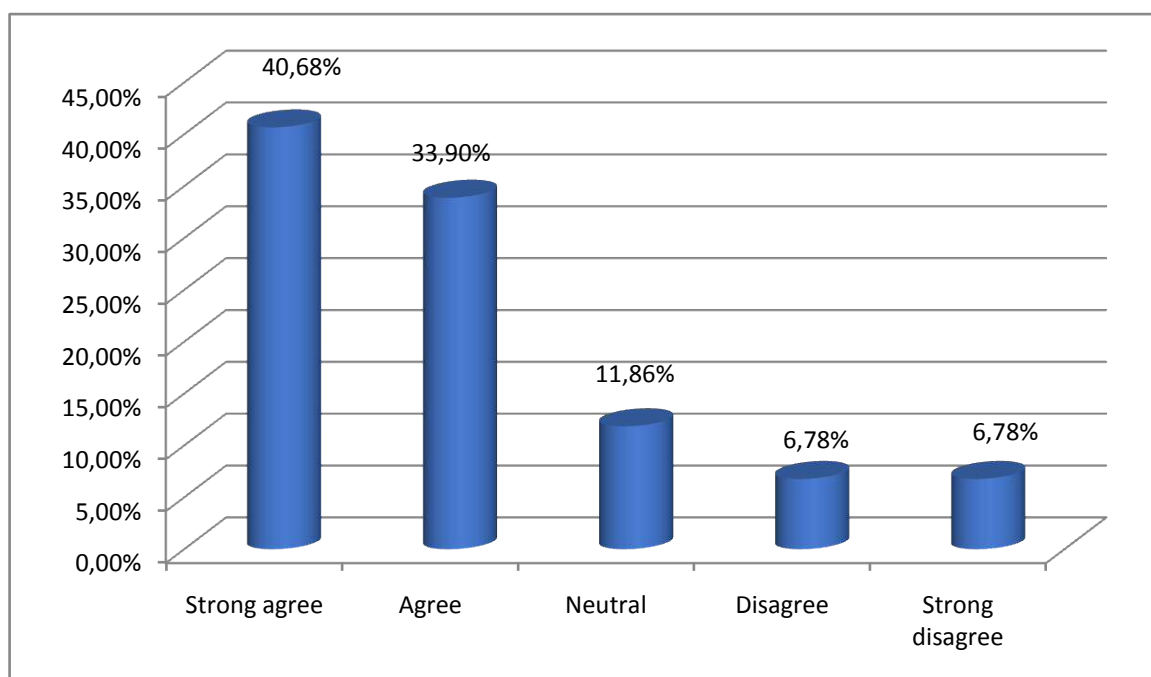
**Figure64. Students Perception toward Note-Taking as a Hindrance of Students' Attention.**

The question aims at knowing if students hinder their attention when they Take notes while listening. The figure shows that the majority of the respondents (47.46%) agree that note-taking hinder their attention. A portion of (22.03%) of them were neutral. (11.86%) of students stated that they strongly agree. However, (15.25%) and (3.39%) of the students who disagree and strongly disagree. As a result we can say that using note-taking is not an easy task it needs awareness and practice.

**Q24:** Taking-notes from listening is useful strategies in learning teaching process.

**Table48. Note-taking and its Usefulness in Learning Teaching Process.**

| Options         | N  | %     |
|-----------------|----|-------|
| Strong agree    | 24 | 40.68 |
| Agree           | 20 | 33.90 |
| Neutral         | 7  | 11.86 |
| Disagree        | 4  | 6.78  |
| Strong disagree | 4  | 6.78  |
| Total           | 59 | 100   |



**Figure65. Note-taking and its Usefulness in Learning Teaching Process**

When students asked whether taking notes from listening is useful strategies in learning teaching process or not. The majority of them (40.68%) and (33.90%) are strong-agree and agree with this points. However, (11.86%) assert that they are neutral. While (6.78%) and (6.78%) disagree and strongly disagree. This results confirms the usefulness of this strategy.

## **Discussion of the Main Results**

1. Students choice of studing English was personal one, they like learning it.
2. EFL students are aware of the benefits and advantages of note-taking strategy, they have positive perception toward it.
3. The majority of students use note-taking strategy during lectures, it helps them to capture the main fact, prepare for exam/test, remember and understand the disscussed information.
4. Note-taking helps students to distinguish the main and the inportant idea from the subordinate one and details.
5. Students believe by the role of the teacher in developing their abilities and skills to take effective notes. So this strategy needs training and practice.
6. Students are aware about their listening difficulties. So teacher should take those difficulties into consederation and try to find solution.
7. Listening skill helps students to improve their language proficiency. It is an essential skill that students should master
8. Note-taking is a fundamental skill which aids in improving students' abilities and skills.

## **Conclusion of The Chapter**

This chapter has offered an insightful finding's anlysis of teachers and students' questionnaire to investigate their perceptions toward taking-note from listening during EFL lectures. Both teachers and students believe of the significant role of the note-taking strategy in helping students and improving their abilities and skills. The results have answered our research questions. Therefore, both teachers and students have pleasurable perception toward taking notes from listening during EFL lectures. In addition it is found that the majority of the students are familiar with such strategy, beacause it aids them in understanding and remembring the lectures content for the later use. Although, teachers did not devote the required information to teach this important strategy. Further, taking notes while listening allows the students to listen carefully, concentrate with the teacher, faster the memory capture the important ideas and connect between them. In short it helps them to improve their skills and abilities. So according to the result our questions have been answered.

## **General Conclusion**

The main objective of this research work was to find out teachers and students' perceptions concerning the note-taking from listening during EFL lectures. This study has included two main chapters. The first chapter was devoted to the literature review of the two variables and the relation between them. It was divided into two sections entitled "Note taking", as well as "Listening skill". The second chapter of this study is for the practical part. A descriptive study was chosen to conduct data at the English department of Abbes Laghrour University. Two questionnaires were devoted for both EFL teachers and students. A sample of (59) second year LMD students and 15 teachers answered the questionnaire. On the light of the result of this research work it is noticed that taking notes from listening to the lecturer has a significant role in improving students skills and abilities.

## **Recommendations**

Based on the literature review and the finding of both teachers and students' questionnaires we can recommend the following:

1. It is better for students to learn how they take notes at an earlier stage.
2. Students should be aware of the importance and benefits of note-taking strategy specially from lectures.
3. Since note-taking is an important strategy, it should be taught and include it in the curriculum.
4. Teachers should show their students how can adjust the listening behavior.
5. In order to help students in mastering and developing listening skill, teachers should provide them with listening sessions and practice sites.

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## **Appendix 1**

### **Questionnaire to Teachers**

***Dear teachers,***

You are invited to participate in the following questionnaire that has been designed to investigate students and teachers' perception toward the use of note-taking strategy from listening in EFL lectures at Abbas Laghrour University. We will be grateful if you accept sharing your experience by answering the questionnaire.

Please, tick(√) the choice that best presents your answer and make full statements whenever necessary. Your contribution is very much appreciated. Thank you in advance. You may choose more than one answer.

***Miss:DEBBACH Hania***

***BOUMAIZA Hafidha***

***Faculty of Letters and Language***

***Abbas Laghrour University***

***Khenchela***

**1. Gender:**

Male  Female

**2. Status:**

Liscence

Master

Magister

PHD (Doctorate)

**3. How long you have been teaching English?**

From 1 to 5 years

From 5 to 10 years

More than 10 years

**4. When is it useful to take notes?**

While reading  Listening  During lectures  All of the above

**5. Do you agree that note-taking is one of the best memory aids?**

Yes  No

**6. The advantages of note-taking are the result of:**

The process of encoding notes  The process of reviewing notes

Both processes

**7. In your opinion note-taking helps students to achieve better in their exam.**

Yes  No

**8. Do you think that note-taking is a waste of time and may hinder students' attention?**

Yes  No

Justify.....  
.....  
.....

**9. Do you notice that your students are faster enough when taking notes to keep up with you?**

Yes  No

**10. Do you think that note-taking is better than dictation and given hand out?**

Yes  No

**11. Do you use ways and techniques to highlight the main idea of the lecture?**

Yes  No

If yes, please specify.....  
.....

**12. Do you allow your students to compare their notes with one another for correctness and comprehensiveness?**

Yes                      No                                           

**13. In your opinion, teachers should devote time to train students how to take effective note.**

Yes No                                           

**14. According to you what are the difficulties your students may face while taking notes? (tick as many choices as apply to you).**

- a.No prior training of note taking strategies.
- b. The speed of talking.
- c.Lack of attention.
- d.lack of awareness of note taking strategies.
- e.All of them.

**15. Grade the four skills according to the importance of each to you.**

Reading                                            writing                                            speaking                                            listening                     

**16. Do you think that the listening tasks used in class are useful?**

Yes                                            No                     

Explain.....  
.....  
.....

**17. Do you check if your students are satisfied with their level of listening skills?**

Yes                      N                     

**18. Do you engage your students in further listening tasks during sessions?**

Yes                      N                     

**19. Do you allow your students to ask for clarification in listening tasks?**

Yes                      N

**20. How often the following problems hinder your students listening skills?**

| Problems                         | Always | Sometimes | Rarely | Never |
|----------------------------------|--------|-----------|--------|-------|
| • Different gramatical structure |        |           |        |       |
| • listening to unkonwn words     |        |           |        |       |
| • Unfamiliar topics              |        |           |        |       |
| • Lack of background knowldge    |        |           |        |       |
| • Speed of speech                |        |           |        |       |
| • Different accents              |        |           |        |       |
| • Long listening texts           |        |           |        |       |
| • Noise                          |        |           |        |       |
|                                  |        |           |        |       |

**21. Do you use your experience and back ground knowledge of the topic to help students for better listening and good notes?**

Yes  No

Explain.....  
 .....  
 .....

**22. Do you ask your students to summarize their notes taken from the listening tasks?**

Yes  No

**23. Have you ever trained your students in developing note-taking skill from listening activities?**

Yes  No

If no, justify.....  
 .....

**24. Do you think that note-taking helps EFL students to improve their level and abilities?**

Yes  No

**Thank you for your cooperation**

## **Appendix 2**

### **Questionnaire to students**

***Dear students,***

This questionnaire investigates your perception toward the note-taking skill/process from listening during class room. You are kindly invited to complete this questionnaire and sharing us your experience.

Please tick(√) the choice that presents your best answer, you may choose more than one answer.

***Miss: DEBBACHE Hania***

***BOUMAIZA Hafidha***

***Faculty of Letters and Languages***

***Abbes Laghrour Univercity***

***Khenchela***

**1. Gender:**

Male

Female

**2. Studing English at University was:**

A personal choice

Opposed on you

**3. Do you like learning English ?**

Yes

No

justify.....

.....

.....

**4. Do you take notes during lectures?**

Yes

No

If yes, do you write what the teacher says word by word

Yes

No

Please justify

why ?.....

.....

**5. Have you been taught how to take effective Notes ?**

Yes

No

**6. Your perception toward note-taking is that helping you to remember and understand the lectures content.**

Yes

No

Explain

please.....

.....

**7. Do you agree that teachers have a great role in rising students' awareness toward the note-taking skill?**

Agree

Neutral

Disagree

**8. In your opinion the advantages of Note-taking are as:**

.A result of the process of encoding notes (writing them)

.The process of reviewing notes

.Both processes

Please put a tick(√) in the appropriate box

|   | Always | Sometimes | Rarely | Never |
|---|--------|-----------|--------|-------|
| 9. I find my notes that I take from the lecture covers the important ideas discussed?   |        |           |        |       |
| 10. I use my notes when I am doing home work and /or reviewing for a test?              |        |           |        |       |
| 11. Ifind it difficult to select what information to include in my notes?               |        |           |        |       |
| 12. I compare my notes with my classmates' notes for correctness and comprehensiveness? |        |           |        |       |
| 13.I review and recognize my notes before and after class?                              |        |           |        |       |

14. What is the language skill you would like to master first:

Listening  Speaking  Writing  Reading

Why?

.....  
 .....

15. Do you think the listening tasks took in class are useful?

Yes  No

Please,explain.....

.....

16. To what extent does the listening skill helps you in improving your language proficiency?

Very much  Average  Not at all

17. When you listen to the first time during lecture at class room, you:

Listen word by word

Listen detailed information

Focus on the new words

Other.....

18. What do you do if you can not understand a word or phrase while listening ?

Ignore it and keep on listening

Try to guess its meaning

Feel depressed and can not listen any more

19. How often do you face the following problems?

| Problems                       | Always | Sometimes | Rarely | Never |
|--------------------------------|--------|-----------|--------|-------|
| ..Lack of background knowledge |        |           |        |       |
| .Speed of speech               |        |           |        |       |
| .Listening to unkonwn worss    |        |           |        |       |
| .Unfamiliar topics             |        |           |        |       |
| .Long listening texts          |        |           |        |       |
| .Noise                         |        |           |        |       |
| .Different accents             |        |           |        |       |
|                                |        |           |        |       |

Tick(√) the answer that express your perception:

|   | <b>Strong<br/>agree</b> | <b>Agree</b> | <b>Neutral</b> | <b>disagree</b> | <b>Strong<br/>Disagree</b> |
|---|-------------------------|--------------|----------------|-----------------|----------------------------|
| <b>20.</b> Taking-note makes you pay attention to the teachers' gestures and tone of voice when deciding what to write in your notes. |                         |              |                |                 |                            |
| <b>21.</b> Taking-note helps you to catch the received ideas and facts that seem to be difficult to remember and understand.          |                         |              |                |                 |                            |
| <b>22.</b> Taking note while listening may hinder your attention.   |                         |              |                |                 |                            |
| <b>23.</b> Taking note from listening is useful strategies in learning teaching process.  |                         |              |                |                 |                            |

**Thank you for your cooperation.**

## ملخص

يعتبر الباحثون " تدوين الملاحظات " مناهم الاستراتيجيات التي يجب على الطلاب تعلمها , وهذا السبب اهميتها و اجابياتها خاصة اثناء متابعة الدرس في القسم . ان الهدف العام من هذه الدراسة هو معرفة تصور اطلاب اساتذة الانجليزية بجامعة عباس لغرور حيا لاستراتيجية تدوين الملاحظات من خلال الاس تما عاثناء الدرس . عليهذا الاساس تم تجسيد هذه الدراسة بالاعتماد على ثلاث أسئلة لمعرفة التصور الاساسية لكلمات اساتذة وطلاب قسم اللغة الانجليزية في حيا هذه الاس ستر اتجيه . ليس هذا فقط بل ايضا لمعرفة ما ان كان الطلاب مؤهلين كفاية في تدوين الملاحظات . اضافة لمعرفة كيفية تقويم هذه الاس تر اتجيه بمساعدة الطلاب في اثبات قدراتهم ومهاراتهم . كل من الاسئلة الثلاثة السابقة , تمت الاجابة عنها من خلال نتائج الاستبيان المقدمين لكل من خمسة عشر استاذ (15) وعينة من تسع وخمسون (59) طالبو طلبة السنة الثانية من قسم اللغة الانجليزية بجامعة عباس لغرور لعام 2017/2018 اعتمادا على المنهج الوصفي . ووفقا لنتائج المتحصل عليها , تبين ان تدوين الملاحظات دور كبير في مساعدة الطلاب , فهيتسهل عليهم فهم وحفظ محتوى الدرس . كما ان له دور كبير في اثبات مهاراتهم وقدرتهم