

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
AbdelhafidBoussouf University - Mila



Institute of Literature and Languages
Department of Foreign Languages
Branch: English

EFL Students' Note Taking Strategies in Listening Tasks

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) GOUDER Roumaissa
- 2) DJAMA Selma

Supervisor:

Dr. ALILI Souad.

Board of Examiners:

Chairman: Dr. MANSOR Djallal
Supervisor: Dr. ALLILI Souad
Examiner: Dr. MEDJDOUB Rima

Academic year: 2021 - 2022

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Dedication

I dedicate this work to my parents, my sisters, and my brother...

Selma

Dedication

I, miss GOUDER Roumaissa.

First of all, all thanks and praise to Allah for strength and patience he gave me

I dedicate this work proudly to myself first and to the dearest people to my heart

To the sun that lightens my life, my sweetheart, my dear to the soul of my mother Saida tears gathered in my eyes when I remember you may God have Mercy on her. I really miss you, I hope that you are alive to see me in these happy moments.

To my dear father Madjid hero of my life for his endless love, support, care who

Helped me in everything through my highs and lows to get such success

To my stepmother Karima thanks to standing by my side throughout this way thanks for your kindness and encouragements in many moments.

To my lovely sister Oumaima thanks for your tenderness and care and help all the time

To my dearest friend and soul mate, Assala MENTOURI for her help, support, love, understanding, encouragement. Your friendship makes my life wonderful experience.

To my loving and caring Aunts Nora, Hada, Razika who have been supporting me for believing

Roumaissa

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We are extremely thankful to first year students of the department of English who contributed to this study by kindly answering the test questions and the interview.

Abstract

The aims of this study are to find out the strategies of note taking first year students of English at Mila University Centre use to answer the listening tasks and how these strategies help students enhance their listening skills. The study is qualitative; two methods of data collection were used; document analysis and interviewing. Forty first year students participated in the study. Their answers to the listening activities were analyzed to know the types of strategies they use to answer the listening tasks. An interview was conducted with these participants to know their opinions about how note taking strategies helped them do the listening tasks. The findings of research show that the students used different note taking strategies in completing the tasks. These strategies are the sentence strategy, mind mapping, Cornell, and outlining. The participants also believed that note taking strategies helped them understand the listening material.

Key words: listening tasks, note taking, note taking strategies, listening comprehension, note taking in listening.

List of Abbreviations and Acronyms

EFL: English as foreign language

P: page

Q: question

COVID-19: Corona Virus Disease of 2019

N°: number

%: percentage

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General Introduction

1. Statement of the Problem

Learners of English as a foreign language (EFL) are required to master four important skills. These include reading, writing, speaking and listening. Teachers of English often ask their students to take notes while listening. This is to improve their memory and enhance their performance. Some students face serious problems with listening and note taking. There are a number of methods used for note taking that students do not know about their advantages and disadvantages so they cannot benefit of them during their learning process. Therefore, this study is conducted to find out what strategies are used to accomplish the listening tasks and how they help them build and improve their listening skills.

2. Aims of the Study

This study has two main aims. First, to find out the strategies used by EFL students to answer the listening activities. Second , to determine how note taking strategies help students improve their listening skill.

3. Research Questions

This study seeks to answer the following questions:

- 1.** What are the types of note taking strategies students of English use to accomplish the listening tasks?
- 2.** How does the strategy of note taking help students develop their listening skill?

5. Research Methodology

5.1. Sampling

The sample of the study is forty first year students of English from the department of Foreign Languages at Mila university center.

5.2. Research Means

Two research means are employed; a document analysis and an interview. The document analysis is administered to first year EFL students at the Department of Foreign Languages, Mila University Center. It is designed to find out the note taking strategies used by learners during listening. Interviewing is utilized to know how note taking helps students in implementing the listening tasks.

6. Structure of the Study

The present dissertation is composed of two chapters. The first chapter is divided into two sections; the first section presents an overview on listening; its definitions, its importance in developing language learning, and its main strategies. The second section discusses the concept of note taking. It focuses on the definitions given to the term, its importance, and the strategies used by learners.

The second chapter focuses on the methodology adopted, the findings and their discussion. In relation with methodology, the participants, research means, and the procedures of the study are highlighted. With regard to findings and discussion, the main results obtained from

analyzing the document and the interview are presented. The chapter also summarizes the main limitations of the study and the suggestions for further research.

Chapter 1: Listening Comprehension and Note Taking

Introduction

The current chapter presents the theoretical work. It is divided into two sections; the first section presents an overview on listening comprehension; its definitions, its importance in developing students' language learning, and its main strategies. The second section discusses the concept of note taking. It focuses on the definitions given to the term, its importance, and the main note taking strategies used by learners.

1.1. Listening Comprehension

Listening is considered as one of interesting skills for second/foreign language students. But since listening is related to all kinds of interaction, academic or casual, learners should enhance this skill, because by becoming good listeners, learners will develop not only their productivity also their acquisition of the language as a whole.

1.1.1. Definition of Listening Comprehension

Listening comprehension has been defined by many researchers. Chastain (1971) defined listening as the ability to understand native speech at regular speed. It means naturally and unconsciously comprehending the native conversation. Morley (1972; as cited in Gilakjani & Sabouri, 2016) stated that listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. Moreover, Thomlison (1984) and Hamouda (2013) defined listening as the ability to understand what others are saying. This process includes understanding a speaker's pronunciation, syntax, vocabulary, and grammar.

Bowen, et al., (1985) demonstrated that listening is the understanding of the oral language. Students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message.

Listening is viewed as the basic skill which stimulates and increases the awareness about foreign language. According to Purdy (1997), listening is considered as an operation of receiving, making meaning, and answering to oral and spoken messages. Rost (2013) defined listening as a complex process of interpretation in which listeners match what they hear with their previous knowledge. Jafari and Hashim (2015) emphasized that more than 50% of the time learners spend in learning a foreign language is devoted to the listening skill.

Rost (2009) claimed that listening is an active mental ability. It helps us to understand the world, and is one of basic elements in creating successful and meaningful communication.

According to Brown and Yule (1983), listening comprehension means that a person comprehends what he hears. Dirven and Oakeshott-Taylor (1984; as cited in Gilakjani and Sabouri, 2016) defined listening comprehension as the product of teaching methodology and is matched by terms such as speech understanding, spoken language understanding, speech recognition, and speech perception.

Listening comprehension is one's ability to listen and comprehend oral texts of multiple utterances, sentences, understanding the meaning of idioms and slangs also recognizing sounds of speech. Rost (2002) and Hamouda (2013) defined listening comprehension as an interacting process in which listeners are involved in comprehending meaning. Listeners comprehend the

oral message through sound discrimination, previous knowledge, grammatical structures, stress and intonation.

According to Nadig (2013), listening comprehension means the different processes of understanding the input. This involves recognizing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

Despite the fact that these definitions differ from one researcher to another, they essentially see listening comprehension as an active and complex process in which listeners use several mental processes and listening strategies in order to find a meaning from oral texts. So, listening is the process of hearing the oral language that listeners catch during listening and try to put them with each other to get understandable meaning.

1.1.2. Importance of Listening

Listening is the most common activity in everyday life. According to Gilakjani and Ahmadi (2011), the total time spent on listening accounts for 40-50% of communication.

According to Ferris (1998) and Murphy (1991), listening skills are important and the most commonly used skill in the classroom. In addition, Ferris (1998) highlighted the value of listening comprehension for success in academic setting. It is undeniable that listening is essential for success, particularly students' lives because listening is their primary mode of communication and learning a second language.

According to the input-based method, listening can be a crucial skill that aid in learning the English language. According to Rost (1994), listening provided input for learners. He claimed that there would be no learning of language if you do not understand input at the proper

level. Krashen, Ehrman and Herzog (1984) claimed that acquisition did not occur unless students were exposed to sufficient amount of information.

In fact, Rost (1990; as cited in Assaf, 2011) pointed out that listening was an input ability that should receive more attention in the classroom. He also asserted that listening allowed EFL learners to acquire more information.

Coakley and Wolvin (1997) confirmed that listening was interesting for the lives of EFL students at all phases of their education. Additionally, listening skills are necessary for other language skills. A theory of Tomatis (1991; as cited in Assaf, 2015) showed that "the quality of an individual's listening ability will affect the quality of both their spoken and written language development"(p. 6). He also viewed that listening to L2 sounds before seeing them in their written form helps learners integrate these sounds into their schemata. He stated that if it were easy for students to integrate the sounds of a language, it would be easy for them to understand and express language in speaking as well as in writing.

Students that have good listening skills become more aware of language and its use. It encourages students to use grammar in a creative way (Boyle, 1987). This is why teachers should be prepared to utilize a number of approaches to assist learners develop good listening and learn new information. They acquire grammar and vocabulary at their level, as well as words that they want to learn.

Listening comprehension needs a higher level of concentration as well as quick comprehension. Many elements should be taken into consideration during listening: context,

facial expressions, and body gestures that are important for listeners to understand what is being communicated by speakers (Ziane, 2011).

According to Doff (1995) and Ziane (2011), listening has a great impact on the development of speaking skills. That is we improve our communication skills by improving our listening skills. If a learner has a good listening skills in English; listening to the radio, studying, watching movies, communicating with foreigners would be easy for him to acquire this skill learners need to have a lot of practice to English. There is relationship between learning a language and listening to it. If we compare two learners, one lives in a country where the target language is the first and the other lives in a country where the target language is the second where English spoken only in academic setting. The distinction is that the first learner will be able to learn English more easily, effectively, and quickly than the second. As a result, students need as much exposure to English language as possible.

According to Hedge (2001), Listening plays a vital role in everyday life, and when people are communicating, they spend 9% of their time writing, 16% reading, 30% speaking, and 45% listening, which shows the significance of listening in communication process.

Lundesteen (1979) stated that listening is the first skill to appear. He went to say that children listen before speak. According to Hedge (2001), modern society prefers to move away from printed media and towards sound and its members. As a result, it is impossible to neglect the importance of listening. He highlighted the significance of listening in English language classrooms.

1.1.3. Strategies of listening

Goh (2000) asserted that it is very important to teach listening strategies to students by teachers to increase learners' knowledge of vocabulary, grammar, and phonology. Many scholars such as Conrad (1985) expressed that there are three types of strategies in listening comprehension. They are cognitive, metacognitive, and socio-affective. These strategies can be changeable according to the level of learners (as cited in Gilakjani and Sabouri, 2016).

1.1.3.1. Cognitive Strategies. Cognitive strategies are related to comprehending the linguistic input and gathering it in short term memory or long-term memory for later retrieval (Bingol, et al., 2014). Moreover, Merry and Murphy (1986) defined cognitive strategies as problem-solving method that learners use to acquire knowledge or skill.

Learners utilize cognitive strategies to aid them in processing, storing, retrieving new information. For instance, in listening and reading students try to deduce the meaning of complicated words and sentences to simplify the comprehension of the passage. Consequently, cognitive strategies involve the aid of existing knowledge from long term memory (Abdalhamid, 2012)

Buck (2001 as cited in Jack, 2008) identifies cognitive strategy in listening as mental activities related to comprehending and storing input in working memory or long-term memory for later access:

- *Comprehension processes:* Associated with the processing of linguistic and nonlinguistic input.
- *Storing and memory processes:* Associated with the storing of linguistic and nonlinguistic input in working memory or long –term memory.

- *Using and retrieval processes*: Associated with the accessing memory, to be radiated for output.

1.1.3.2. Metacognitive strategies. According to Rubin (1988; as cited in Gilakjani and Sabouri, 2016) Learners utilize metacognitive processes such as planning, checking, assessing, and changing to regulate their learning. They allow for learners to pay attention to the given activity to make easy understanding of the aural input. Wendson (1998) claimed that learners who use metacognitive processes learn faster, have more confidence in themselves, can share ideas with partner, teachers and family, can take risks, think and deal with different situations and also monitor and assess themselves.

In the same vein, Bacon et al., (1992) stated that skilled listeners use more repair strategies to redirect their attention back to the task when there is a comprehension weakness, while less skilled listeners stop listening.

Stanchina (1987) stated that metacognitive strategies play a vital role in listening comprehension. She emphasizes that proficient listeners can transform and explain what they hear through using their previous knowledge and predictions to create hypothesis on the text, connect new information with their continuous predictions, make conclusions to fill comprehension failure, assess their predictions, and improve their hypotheses. She concluded that skilled listeners can identify the weaknesses in comprehension and activate their prior knowledge to get better understanding.

Salataci (2002) indicated that the use of metacognitive strategy in the listening process improve learners' self-confidence, motivation, and ability to complete the tasks.

In the same vein, Baker and Brown (1984) identified two kinds of metacognitive ability: knowledge of cognition and regulation of cognition. Knowledge of cognition deals with the learners' awareness of what is going on, and regulation of cognition relates to what learners should do to listen effectively.

1.1.3.3. Socio-affective Strategies. Vandergrift (2003) and Abdalhamid (2012) expressed that socio-affective strategies are techniques that listeners utilize to collaborate with others, to check their understanding and to reduce their anxiety and lower their fear. For example, communicating with English native speakers in order to develop speaking competencies and build self-confidence. There is a significant correlation between low anxiety and high listening performance; which suppose that the use of affective strategies facilitate and develop listening (Aneiro, 1989).

Wilson (2003) said that socio-affective strategies are related to students' interaction with other speakers and their reactions towards learning. Gabr (2006) noted that in socio-affective strategy, it is necessary for the learners to know how to minimize their worry towards learning, feel confident during listening tasks, and also raise motivation in improving listening capacity(as cited in Gilakjani and Sabouri, 2016).

Barreto (2017) emphasized that strategies that learners use to learn by interaction with their classmates and questions that are asked from the teacher is the confidence given by the teacher to understand the special subject in order to remove their anxiety.

A structured interview was done by Vandergrift (1997) to examine the listening strategies of high school French students at different course levels confirmed that students at all levels used metacognitive, cognitive, and socio-affective strategies. The results obtained from this study indicated that cognitive strategies were the largest percentage of strategies followed by metacognitive strategies which were increased by the proficiency level.

Listening is one of the most important skills in English language learning, and has great importance in second language acquisition that should be enhanced consciously. In order to make it a successful process, teachers should use listening strategies which are: cognitive strategies, metacognitive strategies, and socio-effective strategies to make students motivated and make them engaged in the listening process.

1.2. Note Taking

When the lecture is presented orally, students face a difficulty in remembering all its details later on. Consequently, they need to use a technique that provides them with a brief record of important information stated in the lecture and helps them not only recall what the lecturer has said in the class, but also to accomplish their learning objectives and provides a useful summary of the material to be revised later.

1.2.1. Definition of Note Taking

Note taking is considered as an effective strategy to increase English language learners' proficiency. It is defined in dictionaries as the process of recording a piece of information in a descriptive and systematic way that facilitates learning and remembering the lecture material. Pauk & Owens (2013) claimed that taking notes means “preparing properly for text or lecture notes, starting with some sort of system and then gathering information quickly and efficiently before pulling things together” (p. 236). According to Piolat et al. (2005), note taking is a complex activity in which the note taker should understand and select the appropriate information to be recorded necessitating written production processes.

Note taking is an important aspect of formal classroom learning (William & Eggert, 2002). It is an important micro-skill in the process of academic listening that is defined by Piolat et al. (2005) as “short condensations of source material that are generated by writing them down while simultaneously listening, studying or observing” (p. 292). Boch and Piolat (2005) described note taking as shortening important information for later use and writing in symbols rapidly; in other words, as creating external memory. Marzano, Pickering and Plock (2001)

asserted that note taking makes students pick important information from less important one, continuously add other notes, and review them to improve their understanding. Dewitt (2007, p. 46) defined it as “an external memory aid that refers to writing brief record of information to be remembered”. It is a strategy that facilitates learning, concentration, and organization of ideas, besides it facilitates remembering the lecture content (Dunkel, 1988).

Moreover, Zhang (2012) described note taking as writing main idea and summary of information captured during listening. O’Malley and Chamot (1995) defined note-taking as “writing down the key words and concepts in abbreviated verbal, graphic, or numerical form to assist performance of a language task” (p. 138). In other words, taking notes is a recording of the main information included in the lecture in different ways that can aid students in their performance.

Lecture note taking is a skill, used frequently during all school years especially at university. It is an almost universal activity amongst college students (Carrier & Titus, 1979; Kiewra, 1987; Palmatier & Bennett, 1974). According to Van der Meer (2012), "Note taking in lectures is often taken to be the distinguishing characteristic of learning at university" (p. 13). Similarly, Van Meter et al. (1994) agreed that most university and college students take notes while listening to lectures to accomplish several functions. However, Dunkel and Davy (1989) affirmed that a study indicated that 100% of undergraduates strongly agreed with the statement, “I almost always take notes in class”. This activity is preferred after university as well.

However, note taking is one of the complicated tasks that learners use in their learning process. This was totally agreed upon Kennedy and Bolitho (1984) who claimed that “note taking is a difficult skill to master even for native speakers of English and one which requires much more practice” (p.90).

Accordingly, Dudley-Evans and St John (1997) declared that “the taking of notes requires a student to be assessing whether or not a point made by the lecturer needs to be noted down and how it can be taken down in such a way as to be understandable when the notes are consulted at a later stage” (p. 104). In other words, students are required to appropriately select, then briefly note down only the important points of the lecture and neglect what is not useful for their review.

However, there are some researchers who described note taking as a negative activity. For instance, Zuckerman (2016) stated that note taking is a complex process that leads students to take unfruitful or incomplete notes, which would make the future review difficult.

Note taking is the practice of writing down other people thoughts, ideas, and information, from an oral or a written source, in a brief way in order to avoid losing concentration in the classroom and to have a written data to be reviewed when studying.

1.2.2. Importance of Note Taking

Unfortunately, a considerable number of students do not often write notes unless they are told to do so by the teacher or depend only on textbooks. This class of students must understand the importance of note taking and take advantage of it to enhance their academic achievement.

The major necessity of note taking is that it is considered as an effective tool that allows students to collect information from lectures and presentations. In other words, it assists on recording information and documenting events for later review. Howe (1976, p. 22) stated: “Traditionally, a major reason for taking notes by students is that it provides them with a

permanent and convenient record of information and knowledge that would not otherwise be at hand”.

Note taking process supports efficient processing and understanding of information and increases students’ memory capacity. According to Mosleh and Baba (2013), through the process of recording notes students can improve their comprehension and memorability and make an association between the new information and that already stored in their long term memory, this process helps the students to reinforce their knowledge. Similarly Barnett et al. (1981) noticed that during taking notes, students try to memorize and understand key terms and main ideas. Then, they store them in the form of written notes to decrease the difficulties of comprehension, and to be able to recall the information easily after a period of time.

Accordingly, research by Zohrabi and Esfandyari (2014) asserted that it is necessary to implement note taking strategy as a study tool to improve students’ ability to catch new terms, remember, acquire, and comprehend them to be used later on. Dunkel and Pialorsi (2005) added that when learners are allowed to take notes, they become more comfortable and they perform better in answering the post-listening questions.

Moreover, during the record of notes, students unconsciously develop different skills such as making judgments, resolving issues, and making decisions; as well as increasing creativity skills. Aleman (2016; as cited in Edan, 2017) claimed that by being able to select important material and leave unnecessary ones during the process of taking notes, comprehension can be facilitated and students can learn origination and creativity skills which enable them to connect materials to each other and make inferences.

Note taking activity supports concentration. Thus, taking notes during lectures raises learners’ attention, makes them more engaged in the classroom, and enforces them to focus on

the relevant points to better understand the information. According to Botch and Piolat (2005), note taking helps the learner to store and comprehend the message better through concentration boost and increased attention when there is mere listening or reading. In the same vein, Williams and Eggert (2002, p. 180) stated that “The process of taking notes, independent of reviewing the notes, presumably increases students’ attention to a lecture and helps them encode ideas in an understandable fashion”.

To summarize, note taking is an essential activity in the learning process since it improves the ability to capture and organize new information and helps students to store and recall this noted information. As it raises learners’ attention and makes them more involved in the classroom. In addition to its positive impact on enhancing students’ achievement in exams through reviewing, it is worthy to mention that effective notes reduce the learners’ revision time and the effort of memorizing and remembering all details in lectures.

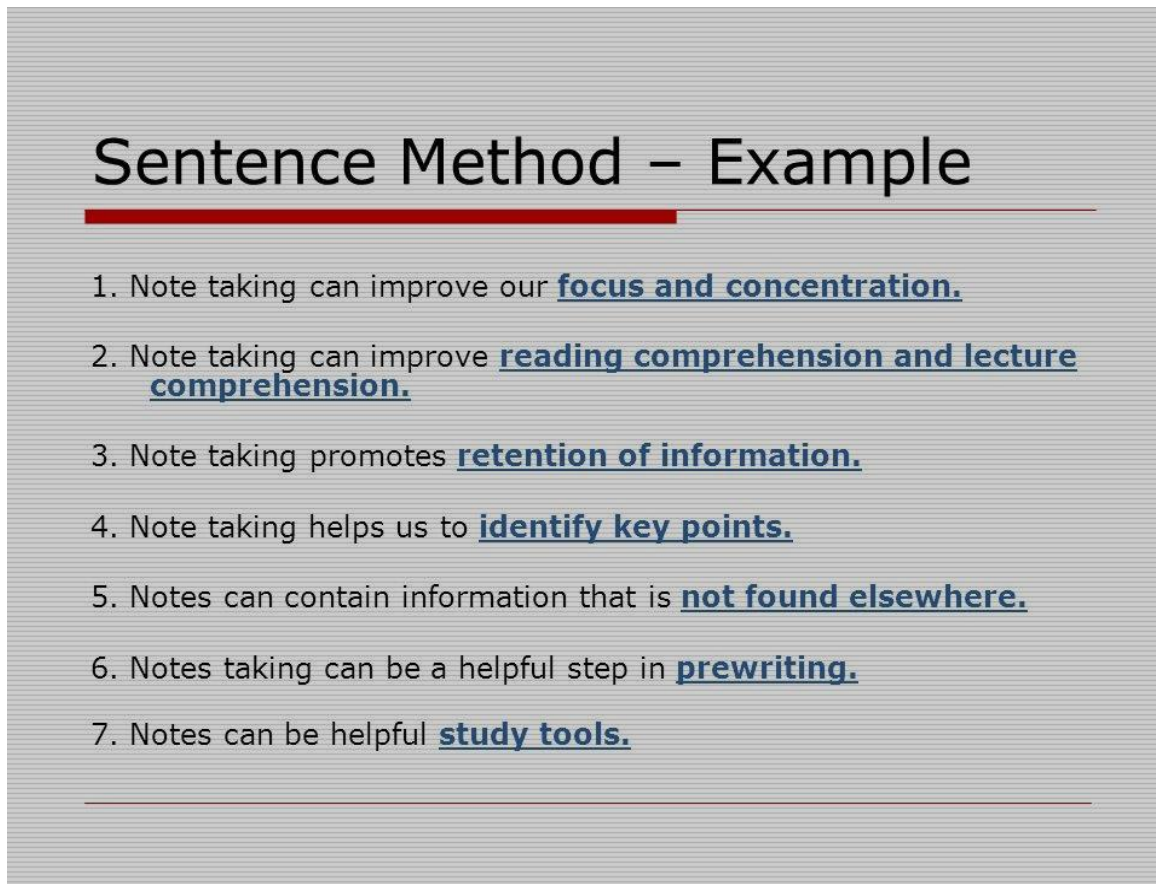
1.2.3. Types of Note Taking Strategies

Researchers proposed several types of note taking strategies that can be exploited by students in the learning process to aid them organize their information in an understandable manner for future use. This study emphasizes four main types of note taking strategies used by the students; sentence, mind mapping, Cornell, and the outlining.

1.2.3.1. The Sentence strategy. This method is considered to be the easiest since it depends on writing every new idea, fact, or event in a separate line (Stewart, 2007). It requires students to write only sentences without the need to draw tables or shapes; as well as the use of abbreviations and short phrases (or terms) instead of full sentences. Moreover, the use of numeration in this method is necessary to distinguish the different concepts.

The sentence method is preferred when the material is difficult or quickly delivered; as it is easy, clear, and saves time.

Figure 1 The Sentence Strategy. (From: <https://slideplayer.com>)



The slide features a title 'Sentence Method – Example' in a large, bold, black font, underlined with a thick red line. Below the title is a list of seven numbered points, each with a key phrase underlined in blue. The background of the slide is a light gray with a subtle grid pattern.

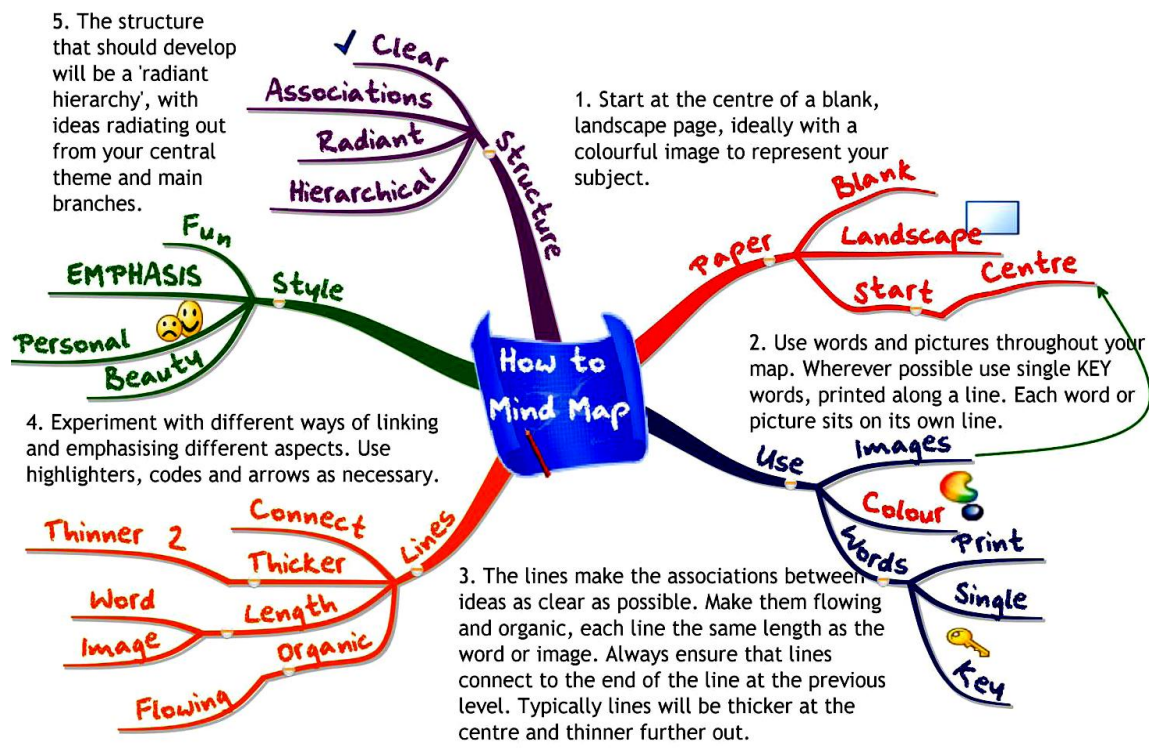
1. Note taking can improve our focus and concentration.
2. Note taking can improve reading comprehension and lecture comprehension.
3. Note taking promotes retention of information.
4. Note taking helps us to identify key points.
5. Notes can contain information that is not found elsewhere.
6. Notes taking can be a helpful step in prewriting.
7. Notes can be helpful study tools.

1.2.3.2. The Mind Mapping Strategy. The Mind-mapping, sometimes also called Mental Mapping (Rosenbaum, 2003), was originated in the late 1960's. The Mapping Method is a graphical representation of the lecture ideas. It allows students to visually track the content and make a summary of a huge amount of information in a very short time. Moreover, it facilitates comprehension and helps students to develop their critical thinking. According to Zampetakis et

al. (2007), the mind mapping method can organize notes to speed learning, make the boring tasks interesting, increase the ability to remember, enhance creativity and develop imagination.

Note takers who follow this method need to draw a map and write the main idea in the center, while the less important ideas are written on the edge in the form of branches that proceed from the center. Then they connect those ideas using arrows to present the relationships between them. According to Buzan (2002), this method requires the use of colors (at least three), symbols, and codes to highlight ideas.

Figure 2: The Mind Mapping Strategy of Note Taking. (From: <https://www.mind-mapping.co.uk/mind-mapping-information-and-advice/how-to-make-a-mind-map/>)



1.2.3.3. Cornell Strategy. Also called Two Column Note Taking Strategy, was developed by Walter Pauk at Cornell University in the 1950s. It is an efficient method that provides students with a system for organizing information in a useful format. Pauk (2001)

asserted that the Cornell Method is not a method of recording random notes. However, it is a system of organizing the notes into an effective study guide that promotes active learning and critical thinking.

In Cornell method, the note taking page is divided into three sections, two different sized columns and a summary section set at the bottom of the page. The left column is for writing the main points such as the title of the lecture, questions, key words, dates, names and headings of important ideas; whereas the right one is for writing supporting ideas, sub-points and details. The bottom section, however, is to write a brief summary of the information presented during the lecture. This method is simple, systematic, organized and easy to record and review notes; it is used because it is clear and saves time and effort.

Figure 3: Cornell Strategy of Note Taking. (From: <https://www.math-aids.com/Graph-Paper/Cornell-Notes.html>)

| Cornell Notes | |
|----------------------------|------------------------|
| Topic / Objective: | Name: |
| | Class / Period: |
| | Date: |
| Essential Question: | |
| Questions: | Notes: |
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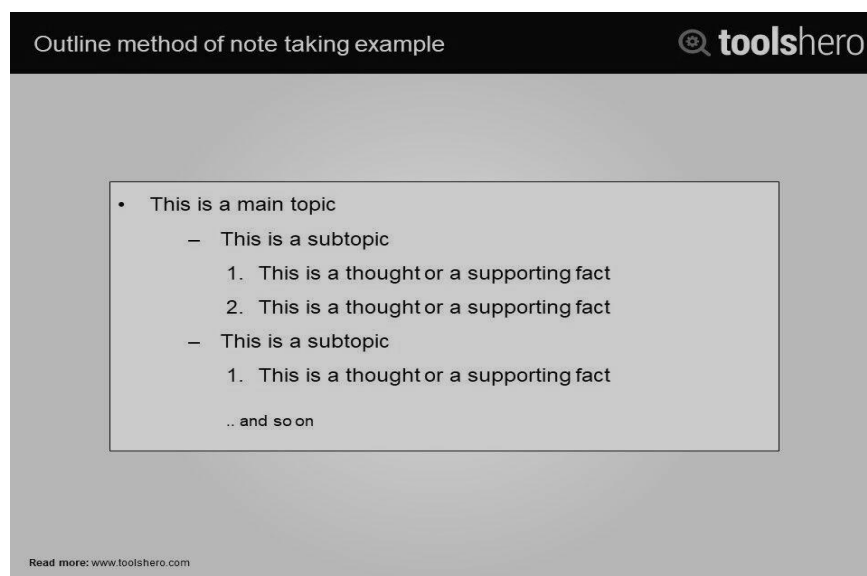
1.2.3.4. The Outlining Strategy

The Outline Method is probably one of the most common techniques among college Students. According to Wong (2014), the Outlining Method organizes the information in a highly structured and logical manner that shows the relationship between concepts and ideas.

In this method information and ideas are organized from the more general points to the more specific ones, as it involves organizing the material into main topics, sub-topics, and supporting details. This requires the use of Arabic numerals, Roman numerals, or capital letters to distinguish and identify the level of information.

The outlining method helps learners to summarize the material, practise critical thinking skills through connecting the ideas and retain the information when it is needed. Mosleh and Baba (2013, p. 19) indicated some of its advantages: “outline strategies offer certain advantages such as well-organized information, records relationships and content of information, reduces editing and modifying, as well as facilitates easier review by turning the main points into questions”.

Figure 4: The outlining strategy. (From: <https://slideplayer.com>)



Conclusion

In this chapter, an overview of some theoretical aspects of foreign language listening skill has been given. Throughout the topic discussion, it was demonstrated that listening is an active process and a very important skill to master in foreign or second language classroom. Additionally, using note taking strategies during listening plays a vital role in developing listening ability and retaining important information for later recall. In addition, the teaching of note taking strategies is useful for learners' listening comprehension since it allows them to recall, understand information and be a good listener. As a result, learners use different note taking strategies depending on their goals in order to determine what to include. So, note taking enables learners to develop their listening skill focusing on attention, storage, and retrieval.

Chapter 2: Methodology, Findings and Discussion

Introduction

The present study aims at finding out the note taking strategies used by students in accomplishing the listening tasks. It also aims at knowing how note taking strategies help students build their listening skills. A descriptive qualitative method is used to get data. To find out these strategies, a document analysis about students' note taking is used. To know how note taking strategy helps students develop their listening skills, an interview is adopted.

The chapter is divided into two sections. The first section discusses the methodology used in the study, the participants, instruments, and procedures used for data analysis. The second section presents the findings of the study and their interpretation.

2.1: Research Methodology

2.1.1. Participants

The participants of the study are 40 first year students of English who are pursuing their studies at Mila University Centre. They were chosen randomly to do the test. Only ten of the participants took part in the interview.

2.1.2. Research means

2.1.2.1. Document analysis. A test was distributed to forty students. It mainly aims at determining the note taking strategies used by EFL students to answer the listening activities. Students read the test questions first then they listened to an audio about Corona Virus Disease of 2019 (COVID-19) that gives a considerable amount of information about COVID-19, its definition, origin, composition, spread, its symptoms, and ways to prevent it. The audio was

played once and students were asked to answer the questions. Students took 20 minutes to complete the test that consisted of three different activities including four true/false questions, three multiple-choice questions, and three WH questions. Analysis of students' test papers will provide the necessary data.

2.1.2.2. Interviewing. An interview was conducted to gain data on how note taking strategies helped students answer the listening activities. It was administered to ten students who were chosen randomly from the sample. It consisted of five open-ended questions that are related to the data that we needed. The interview was recorded as the data which then analyzed.

2.2: Findings and Discussion

After collecting the needed data, the results of the statistical analysis of the listening test as well as the results of the interview are reported in this section.

2.2.1. Document Analysis

Before audio playing, the students read the questions. Then, during playing the audio, they took notes to get the information which was needed to answer them. The analysis of students' test papers provided the data presented in the table 1 below:

Table 1

Number and percentage of students who got correct and incorrect answers

| Questions | N° of students giving Correct answers | | N° of students giving Incorrect answers | |
|--------------|---------------------------------------|-------------|---|-------------|
| | | % | | % |
| 1 | 31 | 77.5 | 9 | 22.5 |
| 2 | 30 | 75 | 10 | 25 |
| 3 | 28 | 70 | 12 | 30 |
| 4 | 32 | 80 | 8 | 20 |
| 5 | 29 | 72.5 | 11 | 27.5 |
| 6 | 25 | 62.5 | 15 | 37.5 |
| 7 | 28 | 70 | 12 | 30 |
| 8 | 20 | 50 | 20 | 50 |
| 9 | 21 | 52.5 | 19 | 47.5 |
| 10 | 18 | 45 | 22 | 55 |
| Total | 262 | 65.5 | 138 | 34.5 |

Table1 shows that the total number of the correct answers gained in the test is 262 from 400 with the percentage of 65.5%. Incorrect answers number is 138 from 400 with the percentage of 34.5%.

We notice that the highest percentage of correct answers was achieved in questions 1, 2, 3, 4, that relate to the first activity. The majority of students gave correct answers to true/false questions. Questions 5, 6, and 7, which relate to the second activity (multiple-choice questions), received a lower percentage of correct answers. WH questions 8, 9, and 10, which relate to the third activity, yielded the lowest percentage of correct answers.

Most students have correctly answered the questions of activity 1 and 2, because they are close ended and require noting down only key words or short sentences.

Most students did not perform successfully in the third activity because answering these questions depends on the learners comprehension of the audio, and require deep concentration. Answering such questions require noting down long and complicated ideas from the audio this generates many difficulties for students encountered during listening such as speed of the audio, limited vocabulary, insufficient time to write down the needed information.

From the analysis of the documents, it was found that there were different Note-taking strategies used by the participants during answering the listening activity. These strategies are: the sentence method, Cornell method, the mind mapping method, and the outline method. On this basis, the sample of the study was divided into four groups according to the strategies they adopted to answer the test questions.

The data of each group was analyzed separately, and presented in table 2 below

Table 2*Frequency of strategies employed by students*

| Group | method | Number of students | % | Correct answers | % | Correct answers average for each student |
|--------------|---------------|---------------------------|-------------|------------------------|-------------|---|
| 1 | Sentence | 16 | 40 | 106 | 40.5 | 6.62 |
| 2 | Cornell | 11 | 27.5 | 67 | 25.5 | 6.09 |
| 3 | Mind mapping | 10 | 25 | 72 | 27.5 | 7.2 |
| 4 | Outline | 3 | 7.5 | 17 | 6.5 | 5.66 |
| Total | / | 40 | 100 | 262 | 100 | / |

Group1 (The Sentence Strategy Group). Forty percent (40%) of the students used the sentence method during taking notes. They obtained 40.5% of the total number of correct answers with the average of (6.62) correct answers for each student.

The majority of the participants preferred to use the sentence strategy for its practicability. In this method, students write down the received information in the form of detached sentences without the need to follow a particular system or draw a specific form. Indeed they practice it spontaneously without any planning. It is a clear and simple strategy; and useful for the students who find the audio fast. In addition, the students who find the 20 minutes of the test insufficient and prefer to save time and capture more information instead of wasting time drawing tables or graphs.

Group2 (Cornell Strategy Group). Twenty seven percent (27.5%) of students preferred to use of Cornell method to note down the audio information. They got 25.5% of the total correct answers with an average of 6.09 correct answers for each student.

This group took advantage of this method since it organizes ideas in two different columns and separates them depending on their importance as it provides a space for a summary of all the information mentioned in the audio; so, it facilitates recognizing the details related to each of the audio items; as it is systematic and more organized.

Group3 (The Mind Mapping Strategy Group). Twenty five percent (25%) of students opted for the mind mapping strategy during listening to the audio they got 27.5% of the total number of correct answers with the rate of 7.2 correct answers for each student.

In this strategy, students recorded information by using diagrams and different shapes that are easy to adapt. Students favored this method for its creativity that makes it enjoyable to take notes without getting bored of listening to the audio. It helped those students who did not have the ability to focus on the talk for long time.

Group4 (The Outlining Strategy Group). This is the least frequently used method among the participants. Only 7.5% of students utilized the outlining strategy to record notes with the percentage 6.5% of the total number of correct answers and the average of 5.66 correct answers for each student.

This method allowed students to divide the content of the audio into several main items then following each item with its details. In other words, it organizes ideas from general to specific.

To sum up, the findings of the document analysis clarify that EFL students at Mila university use different note taking strategies which are: sentence, Cornell, mind mapping, and outlining.

2.2.2. Interviewing

To find out how note taking strategy helps students answer the listening activities, an interview was conducted. The obtained data are stated below:

Q1. How did you know about note-taking strategy?

All of the ten interviewees agreed that note taking strategy was introduced to them by their teachers. When taking courses, teachers taught them how to get important information using note taking strategy.

The interviewee A, for example, stated: “I have known about note taking from the module of oral expression in which the teacher asked us to take notes about a specific audio in order to complete a task”

Similarly, student E claimed: “I have learned note taking strategies at university where my teachers taught us how to organize our ideas using different note taking strategies, they also explained the importance of this strategy”

The students’ opinions explain the role of the teacher during note taking process as they support the idea of teaching this process systematically in classes.

Q2. Which note taking strategy do you often use? Why?

The results show that 40% of the interviewees agreed that they use the sentence method; because it is the easiest to answer listening tasks especially when the talk is fast. As the interviewee B claimed: “I often use the sentence strategy because of its simplicity, as I find it the most organized method” while the student F added: “I prefer the sentence strategy because while practicing it I focus on receiving information without wasting my time drawing tables or diagrams”

Thirty percent (30%) of the interviewees used the mind mapping method because, in their opinion, it is the most effective for organizing ideas specifically when the subject is detailed. Another reason for choosing this strategy is that it stimulates their sense of creativity as it breaks their boring routine. The interviewed E confirmed this idea: “I usually use mind mapping strategy because it is not boring, indeed I enjoy using shapes and colors as it helps the memorization of information”.

In the same vein, the student J added: “actually I am obsessed of drawing and creativity; so I like using the mind mapping method because it is the closest to my hobby”

Twenty percent (20%) of the interviewees preferred to use of Cornell method because it organizes and separates the main ideas from the detailed ones. It is also clear systematic and facilitates the reviewing of notes. Student G asserted: “from all note taking strategies, I prioritize the Cornell method since it is systematic and makes it easy to find the main ideas”

Finally, only one interviewee A welcomed the use of the outlining strategy.

In her viewpoint, this method helps her answer listening questions; as it organizes ideas in a clear and systematic way. It also helps her focus on the specific information she wants to get.

The interviewee confirmed “Of the several types of note-taking that I know, I prefer to use the outlining note-taking strategy, because for me it's the easiest to implement, then it doesn't take a long time it makes things clearer by ordering them from general to specific.”

Q3. How did note taking help you during the test?

All students agreed that note taking strategy helped them answering the test questions, achieving their goals by writing down the ideas that they need, and facilitating their memorization. Student H stated: “note taking helped me when I answered the test by providing a written form that consists of the main ideas that it will be difficult to memorize without aid”

In addition, interviewee A pointed out: “During focus on the ideas to write them down, I find myself unconsciously understand the message involved in the audio better without losing my concentration”

This shows that note taking boosts the comprehension of the talk and increases students’ attention to the materials which are listened to. Note taking helps students store the main information; as it and prevent from missing the needed ideas during listening.

Q4. Do you use different note taking strategies during all listening sessions or depend only on one strategy?

Seventy percent (70%) of students asserted that they usually take advantage of only one note taking method during listening sessions and tasks. The student F stated: “usually I use only one method for note taking during listening sessions because when I get used of one method I unconsciously neglect the others as I find it difficult to change it”.

Thirty percent (30%) of the interviewees declared that they utilize several strategies of note taking during listening sessions. They change the method depending on the content nature, the amount of information received, or the speed of the audio. Interviewee C asserted: “I usually change the note taking method. When the lecturer speaks fast, for example, I do not use the mind mapping instead I prefer the sentence method”

Student B added: “In my opinion, there are some factors that make it necessary to change the note taking method such as the nature of the material and the quantity of the received ideas”

Q5. Do you have any problems or challenges during note-taking process?

Sixty percent (60%) of the interviewees faced a number of difficulties during taking notes. One of these problems is the speed of talk; during listening to the audio, students couldn’t

catch the idea. However, when they catch the idea some of them face another problem which is the disability of quickly writing it down without missing the next information.

Interviewee D stated: “the audio was fast, so I missed writing a lot of information during taking notes”. Interviewee G subjoined: “the speed of the audio makes me loose its meaning” However, student B described another problem: “During note taking, I faced a set of words that I do not know their meaning so I was so confused”

For some participant, such as student B, the lack of vocabulary items influenced them more than other factors. When the participants do not understand the meaning of words on the audio, their note taking practice will be negatively affected, because they cannot know what words were supposed to be written down.

There are some obstacles related to the accent of the speaker. Thus, an unfamiliar accent makes the comprehension of the audio difficult for students. As the interviewee H explained: “for me the variety of accents is the major problem during listening because it hinders my comprehension; so, this prevent me from taking good notes”

In contrast, forty percent (40%) of students asserted that they do not face any problems during note taking process; rather, they find it easy and clear. The student A: “I took notes easily and I did not face any problems. In my opinion, note taking process is found to facilitate the learning process not to be a problem for learners”

The results of the interview show that students usually learn about note taking from their teachers at university. In addition, all students believe that the use of note taking strategy has a crucial role in enhancing their listening abilities. However, there are many obstacles that face students during practicing the note taking process.

2.2.3. Discussion of the findings

The findings obtained from the document analysis show that the participants used different note taking strategies during answering the listening task. The students agreed that note taking is an advantageous process; therefore they utilize it in listening tasks. They note down all the interesting information that the speaker says. The sentence method, Cornell, the mind mapping, and the outlining were among the techniques used by the students. The use of note taking strategies helps the students answer the test questions. The document shows that there were 16 participants who used sentence strategy. Then there were 10 of students used mind mapping strategy. Moreover, 11 of the students chose the Cornell method. Last, there were found 3 participants used outline strategy.

Then based on the interviewing results, students have known note taking at the university when their teacher introduced them to a listening course. It helped them to answer the questions on listening audio. All the interviewees confirmed that note taking strategies helped them improve their listening abilities. They explained that the use of notes provides them with a written form of the audio so that it they can answer the questions. Students also complained some challenges such as; the loss of some important information due to the speed of the audio, the accent of the speaker which would make students confused, and the difficult words which are used by the speaker.

These findings are similar to those obtained by Sukma (2020) whose study confirmed the usefulness of note taking strategies in listening tasks. As they support Hayati and Jalilifar's (2009) study. That discovered that those students who got training and benefited from the Cornell note-taking method outperformed those who were not given any instructions and took

notes in their own way. Thus, if the strategies of note taking are practiced for a considerable time, students will get the most benefit from learning note taking strategies.

2.3. Limitations of the study and suggestions for further research

2.3.1. Limitations of the study

There are a number of limitations to be considered. First, the participants of the study constituted a small number. The results would be completely different if the study was carried out with a larger sample from different levels and several universities. Second, the use of the interview method provided limited data; since not all the participants were interviewed.

2.3.2. Recommendations

Based on the findings of this study, researchers made some suggestions that teachers and future researchers should take into consideration.

First, teachers have a great role in the classroom. Therefore, they should encourage students to take charge of their own learning inside the classroom. In addition, they should teach note taking strategies and try to use techniques like pausing during lectures to give students the opportunity to take effective notes.

Second, for further research, researchers are recommended to conduct more research on the various note taking strategies and how to use them successfully. In addition, they have to shed light on the characteristics of good notes, and how to help students create high-quality notes. It is also hoped that the future research will take into consideration larger sample to get greater quantities of data about students' note-taking strategies.

Conclusion

This chapter is devoted to explore the strategies of note taking EFL students use to do listening tasks and how these strategies help them. To achieve these objectives, two methods were adopted; a document analysis and an interviewing. The different analyses and interpretations of the results obtained from the document and the interview reveal that EFL students at Mila university center adopt various note taking strategies to answer listening activities; they are sentence, Cornell, mind mapping, and outlining. Students also believe that note taking strategy helps them do the listening activities.

General Conclusion

This research aims at finding out the strategies of note taking students use to do the listening tasks for first year English students at the department of foreign languages at Mila University, and how note taking strategies help students in answering listening tasks.

In search of achieving the previously mentioned aims of the study, a document analysis and an interview were conducted to forty participants. Findings show that EFL students at Mila University use various strategies of note taking in completing English listening activities. They usually acquire them at university from their teachers. These strategies include sentence, mind mapping, Cornell and outlining strategy.

The sentence strategy is the most frequent with the percentage of 40% of the total number of the participants. They agree that this strategy is the simplest and the most convenient when the listening material is fast. Twenty seven percent (27.5%) of the participants preferred the use of Cornell strategy as it organizes ideas in an understandable systematic manner. Twenty five percent (25%) of students utilized the mind mapping strategy for its creative sense. Though it was not being used very often, 7.5% of the participants preferred the outlining strategy that can be the most accurate by ordering information from general to specific.

Students of English at Mila University believe that the use of note taking strategy helps them build and improve their listening skills and enhance their performance in listening tasks. It increases their comprehension, attention, and memorization. The students affirmed that by using note taking strategy, they can focus more on the listening material, comprehend it better, and quickly record some important keywords which were needed to complete the task.

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Appendices

University: Abdelhafid Boussouf Mila

Departement: literature and foreign languages

Listening skills

Time: 20 minutes

Activity One: Are the following sentences true or false?

- 1- Corona virus is a new disease that might change in the future.
- 2- The virus gets its name from the Latin word 'corona' that means crowd.
- 3- 20% of people recover from COVID19 without special treatment.
- 4- PCR refers to polymerase chain recorder.

Activity Two: Choose the right answer

1. Corona virus consists of a core of genetic material surrounded by:

- a) A protein envelope with lipid spikes.
- b) A lipid envelope with protein spikes.
- c) A lipid envelope with cholesterol

2. Spillover means the jump of the virus from:

- a) Animals to humans.
- b) Birds to humans.
- c) Insects to humans.

3. Corona virus spread through:

- a) Touching plants and animals.
- b) Air
- c) Droplets and touching objects.

Activity Three: Answer the following questions

1. What are the symptoms of Covid 19?
2. What are the effective ways to prevent the spread of the disease?
3. What people should do if they feel unwell?

Note: please mention what is the strategy you have used to answer this document analysis.....

Students' interview

University: Abd Alhafid Boussouf Mila

Departement: Literature and Foreign Languages

The aim of this interview is to know whether the use of note taking strategies helps students do the listening tasks.

Q1. How do you know about note-taking strategy?

.....
.....

Q2. Which note taking strategy do you often use? Why?

.....
.....

Q3. How did note taking help you during the test?

.....
.....

Q4. Do you use different note taking strategies during all listening sessions or depend only on one strategy?

.....
.....

Q5. Do you have any problems or challenges during note-taking process?

.....
.....

Résumé

L'objectif principal de cette étude est de découvrir les stratégies de prise de notes des étudiants de première année d'anglais au Centre universitaire de Mila utiliser pour répondre aux tâches d'écoute et comment ces stratégies aident les étudiants à améliorer leurs compétences d'écoute. L'étude est qualitative; deux méthodes de collecte de données ont été utilisées; l'analyse documentaire et les entrevues. Quarante étudiants de première année ont participé à l'étude. Leurs réponses aux activités d'écoute ont été analysées pour connaître les types de stratégies qu'ils utilisent pour répondre aux tâches d'écoute. Une entrevue a été menée avec ces participants pour connaître leur opinion sur la façon dont les stratégies de prise de notes les ont aidés. Les résultats de la recherche montrent que les étudiants ont utilisé différentes stratégies de prise de notes pour accomplir les tâches. Ces stratégies sont la phrase, la cartographie mentale, Cornell, et l'esquisse. Les participants croyaient également que les stratégies de prise de notes les aidaient à comprendre le matériel d'écoute.

Mots clés : tâches d'écoute, prise de notes, stratégies de prise de notes, compréhension auditive, prise de note à l'écoute.

ملخص

تتطلع هذه الدراسة إلى معرفة استراتيجيات تدوين الملاحظات التي يستخدمها طلاب السنة الأولى للغة الإنجليزية في مركز جامعة عبد الحفيظ بوالصوف ميلة للإجابة على نشاط الاستماع واستقصاء كيف تساعد هذه الاستراتيجيات الطلاب على تعزيز مهاراتهم السمعية. في هذه الدراسة النوعية تم اعتماد طريقتين مختلفتين من أجل جمع البيانات المطلوبة و هما تحليل البيانات و إجراء مقابلة. شارك في الدراسة أربعون طالباً من السنة الأولى. حيث تم تحليل إجاباتهم على أنشطة الاستماع لمعرفة أنواع استراتيجيات تدوين الملاحظات التي يستخدمونها للإجابة على نشاطات الاستماع. تم بعدها إجراء مقابلة مع هؤلاء المشاركين لمعرفة آرائهم حول دور استراتيجيات تدوين الملاحظات في تيسير عملية الإجابة على هذه النشاطات. تظهر نتائج البحث أن الطلاب استخدموا استراتيجيات مختلفة لتدوين الملاحظات في إكمال النشاطات. هذه الاستراتيجيات هي استراتيجية الجمل ورسم خرائط العقل واستراتيجية كورنيل بالإضافة إلى استراتيجية تحديد العناصر المهمة. كما يعتقد المشاركون أن استراتيجيات أخذ الملاحظات ساعدتهم في فهم مادة الاستماع.

الكلمات الرئيسية: نشاط الاستماع، تدوين الملاحظات، استراتيجيات تدوين الملاحظات، الفهم

السمعي، تدوين الملاحظات أثناء الاستماع.