

# **The Efficiency of Teaching the Receptive Skill: listening Comprehension in ameliorating note-taking strategy. The case of the first year English L M D students at Djilali Liabes University (Sidi Bel Abbes Algeria)**

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**Abstract:** Note –taking is a hot topic that attracts much considerable attention over time due to its great importance in teaching –learning process .Teaching listening comprehension in the Algerian EFL classrooms is designed to solve the problem of failure in taking good notes while listening.

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## **Index terms:**

### **Phase 01: definition of some relative concepts :**

**01-English as a foreign language:** English is learned in order to be used for communication with other people or while travelling.

**02-English as a second language:** English is learned by students who are living in the target- language community.

**3-English as an international:** refers to the use of English by people of different nations in order to communicate with one another.

**4-listening:** is the active process of receiving or constructing meaning from responding to spoken or non – verbal messages.

**5-Listening comprehension:** is a process of listening, understanding and interacting.

**6-Mind mapping:** is a note- taking technique its objective is showing relationships and how the parts relate to the whole.

**7-Note- taking:** is the ability to extract selectively relevant key points from a text on specific idea or topic especially involving the coordination of related information.

**8-Outlining:** is a note-taking strategy that involves placing the information which are more general at the left with each more specific group of facts indented with spaces to the right.

**9-The cornel system:** is a note –taking strategy that is focused on different parts of the note book page.

### **Phase 02: Introduction:**

Globalization has created a plethora of new challenges and opportunities for foreign language learners. Without proficiency in English one is rendered both intellectually incapable as well as cut from the global world. Teaching English as a foreign language in Algeria is inspired by policy. It can also be another way to diminish French interference. Learning language is a lifelong process and a challenge experience for foreign language learners.

#### **2.2. The statement of a problematic:**

The majority of foreign language learners are anxious about listening to English as a foreign language. Whereas, the minority consider listening to this language as the preferable as well as the enjoyable task. This is partly because of the difficulties presented by the text among them, the speed of delivery ,the use of paralinguistic elements such as pitch, stress and intonation or the unrealistic expectations that base on student’s need to comprehend every word a teacher says. Now days, language is defined as a set of abbreviations instead of long words, especially in electronic messages. So, how can learners or a writer writes an accurate message if he is not able to take good notes? Indeed, the absence of listening comprehension as a module in the LM D system gave birth to the deficiency of taking good notes while listening activities thus, many students in English LMD classrooms fall into the trap of attempting to write every word the teacher speaks .This is unnecessary but even worse.

From this study, two main questions were arisen:

**1.** Could teaching listening comprehension be the main factor that eradicates student’s anxiety and makes listening tasks the enjoyable ones for any foreign language learner?

2. Is the failure of taking good notes while listening activities the result of less practice or a weakness in study skills?

The researcher, then, hypothesized that:

1-Providing students with special courses in listening comprehension may help them be familiar with listening to the English language.

2-The deficiency of taking good notes during listening tasks may be due to a lack of proficiency in study skills.

### 2.3. The objectives of this study:

- This study aims at reaching a set of objectives which are as follows:
- To show the importance of teaching listening comprehension in promoting note – taking Skill.
- To indicate that listening comprehension and note- taking skill are interrelated.
- To prove that “practice makes perfect”
- To be aware of some similarities and differences concerning listening comprehension and reading comprehension.

## Phase 03: literature review about listening comprehension and note-taking :

### 3.1 Definition of listening:

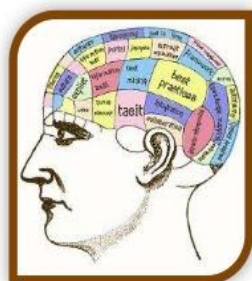
Listening is the ability to understand and respond effectively to oral communication Effective listening is the process of analyzing sounds , organizing them into patterns , interpreting and understanding the message by inferring the meaning Indeed, listening and hearing are unlike , the first is defined as the learned skill , in which listeners can receive sounds through ears , then transform them into meaningful messages .Whereas , the second is determined as an inborn trait that allows learners perceive sounds by receiving vibration through ears .There are generally three types of listening : listening for gist that refers to the general idea of what is being said , as well as who is speaking to whom , why and how successful they are in communicating their points .Listening for specific information and inferential listening . In addition to this , the main objectives of teaching listening effectively in EFL classrooms are : to develop learners' cognitive skills , be fluent speakers and good learners also detect prejudices , assumptions as well as attitudes .

### 3.1.1 Approaches of listening

#### Bottom-up versus top-down approaches to listening



The **bottom-up** model emphasises the decoding of the smallest units- phonemes and syllables- to lead us towards meaning.



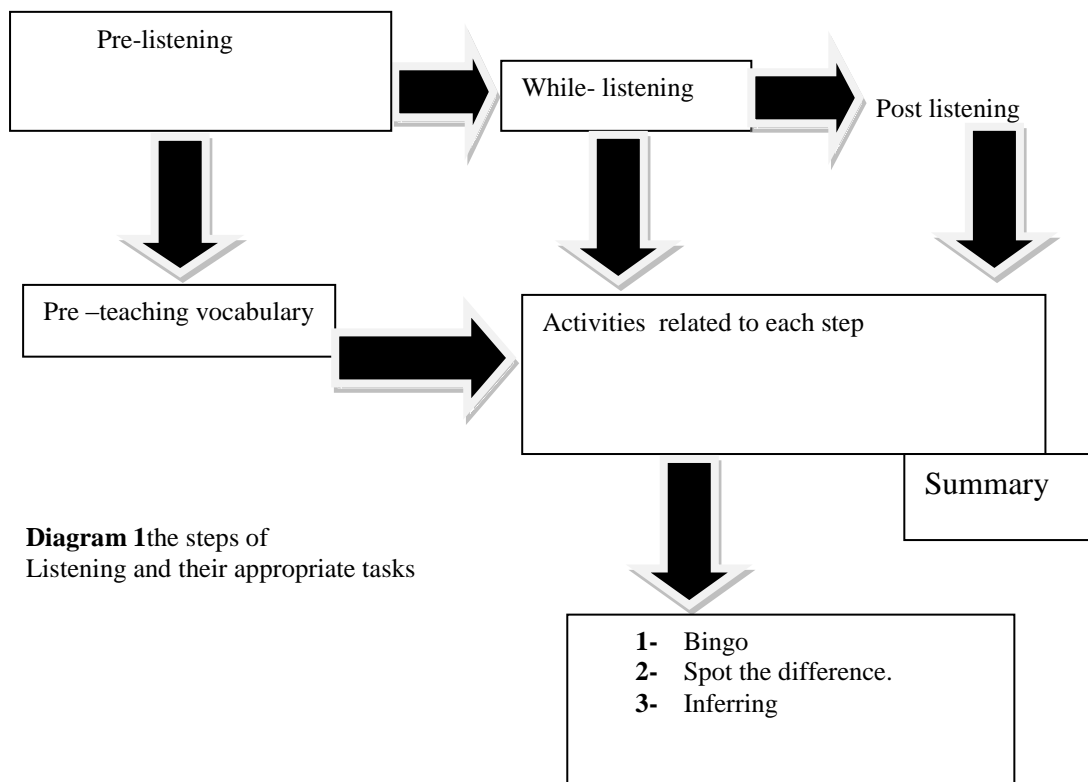
The **top-down** model emphasises the use of background knowledge to predict content.

### 3.1.2 The phases of listening:

There are 03 phases .Each of which serves one or more specific purposes. They will be mentioned in the following diagram.

**3.2listening comprehension:**

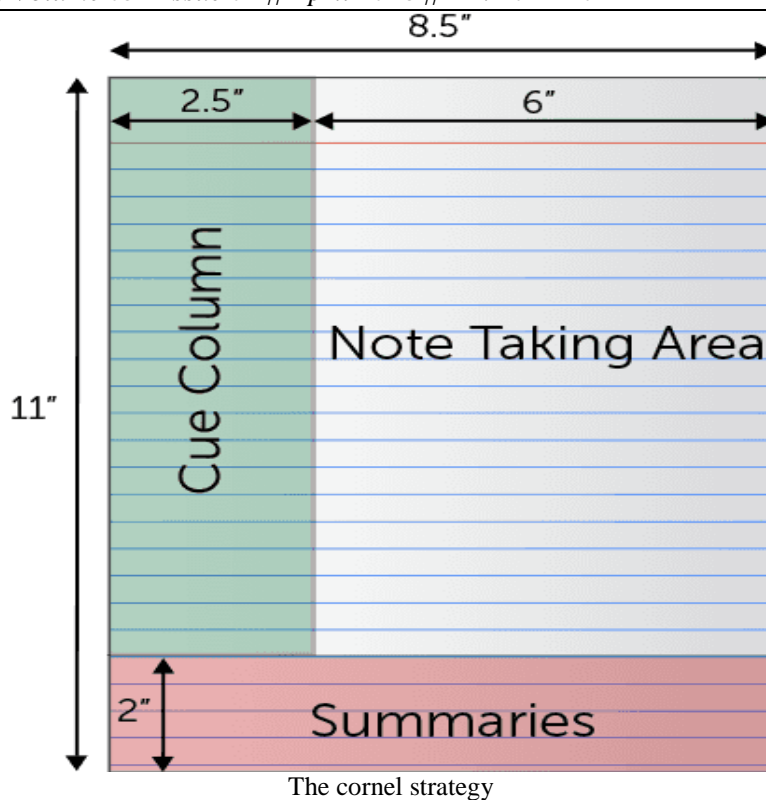
Refers to the understanding of the implications and explicit meanings of words as well as sentences .It is often taught separately or integrated with other language skills without conscious considerations .The aspects of listening comprehension are: linguistic, paralinguistic and extra linguistic .The linguistic messages include words, the paralinguistic transmitted meanings and extra linguistic messages focus on the transmission of messages through body language.



**Diagram 1**the steps of Listening and their appropriate tasks

**3.3 Note-taking:**

Is the practice of writing down or otherwise recording key points of information .It involves active listening The correct way to take good notes is to draw a vertical line in a piece of paper that will be used from the top to the bottom The left –hand column should be about half as wide as the right- hand column .In the wider , right –hand column , ideas and facts have to be recorded as they are presented in the oral text , but in the narrower , left-hand column , the listener must note questions which are arisen during the class .After that , he can review his notes , add summaries of the major concepts as well as sections to the left –hand margin .In addition to this , there are three strategies of note –taking which are as follows : the cornel system , outlining and mind mapping .The first one refers to 5R 's :record , reduce ,recite , reflect and review .Mind mapping is a visual representation of hierarchal information that includes a central idea surrounded by connected branches of associated topics. It aims at helping students brainstorming , exploring ideas , concepts and taking notes Outlining is a summary that gives the essential features of the text .



#### Phase 04: Data collection and analysis :

##### 4.1. Research procedures:

The research used three tools in order to collect valid and reliable data. That procedures are namely, questionnaires (students' questionnaire and teacher's questionnaire) structured interview and classroom observation.

**4.1.1. Questionnaire:** is also known as surveys and self-report inventories. Questionnaire ask for written responses from the participants. Structured and semi-structured questionnaires solicit specific kinds of information to be given in short answers or by choosing one response from several opinions. Questionnaires that are more open-ended ask participants to use their own words to provide opinions or data on a particular topic.

**4.1.2 Learner's questionnaire:** Learner's questionnaire was addressed to the target population (it includes ten questions that are classified in terms of two sections. The first one is named: an overview about listening comprehension teachers. All of them have a doctoral degree.

**4.1.2 Teacher's questionnaire:** teacher's questionnaire was addressed to a group of twenty teachers from the department of foreign languages, section of English.

The questionnaire composes three main parts. The first part is named: teaching listening skill in EFL classrooms. It consists of six questions, three open-ended and three closed-ended. The second part is called: the importance of teaching listening comprehension in promoting student's intuitive perception. It contains five questions, some are open-ended and the others are closed-ended.

The last part is called: the neglect of note-taking skill in EFL classes. This section consists of four questions, two open-ended and two closed-ended.

**4.1.3 Classroom observation** is a process in which an observer sits in one or more class sessions, record the instructor's practices and student's actions, then meets with the teacher to discuss the observation. It aims at responding to researcher's hypotheses and reaching the objectives of the investigation. Classroom observation is descriptive, rather than evaluative. The researcher attended four sessions. The length of each observation spent three hours. The first two sessions tackled with oral expression module to check if the phonological modifications lead to misunderstanding of a foreign language or there are other factors behind that phenomenon.

The other two sessions dealt with sociolinguistics module. This was designed for being aware of students' difficulties while taking notes in classroom.

#### 4.1.4 Structured interview:

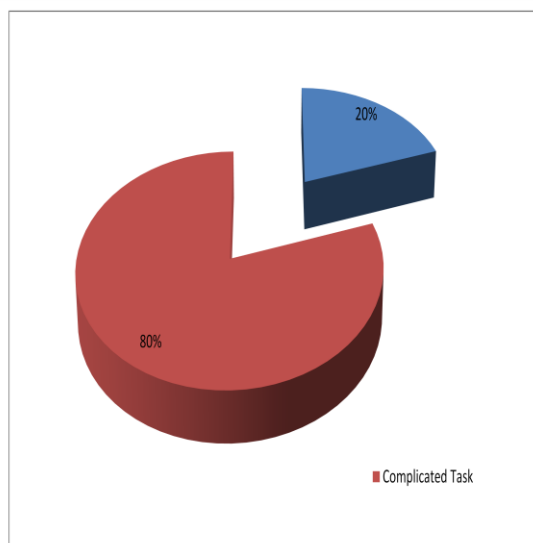
Interviews collect data by mean of questions that require an oral response from the informants. Interviews can be structured ( i.e. all the questions are carefully planned and sequenced in advance), or unstructured ( i.e. .only a few general questions are planned in advance, with additional questions being asked as a reaction to the participants' answers.

The structured interview consists of two parts. Each of which contains three open- ended questions – the interviewees are the respondents of the previous useful tools.

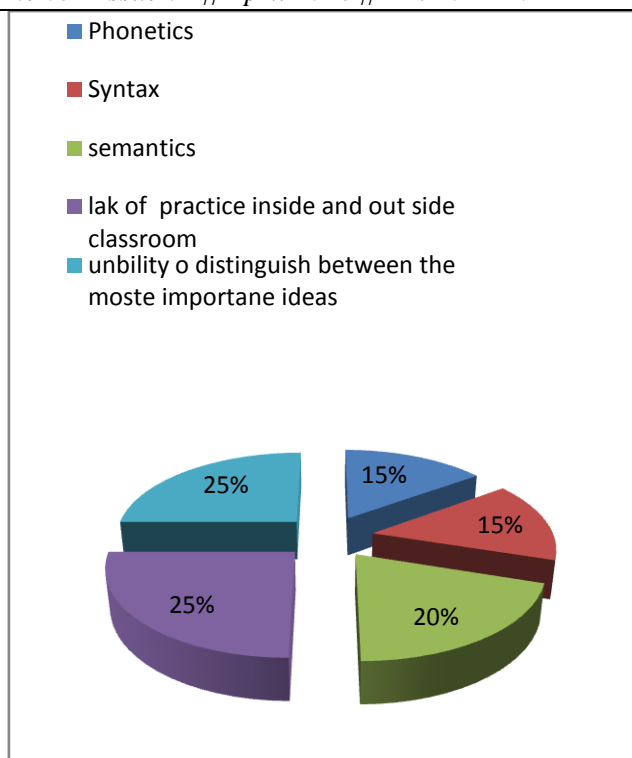
#### 4.2The Population of a study:

The study involved a sample of twenty students from the whole promotion of the second year English L M D classes and a group of twenty teachers from the department of foreign languages, section of English. The majority of the selective students are girls represented the fifth "terminal reform class. They have also gone through the new reform in both middle and secondary school. They have been learning English for seven years. Indeed teaches participants are full –time From this pie – chart the researcher deduced that taking good notes is the difficult task that requires more proficiency in study skills.

### Phase 03: data analysis



Pie Chart 3.2 The difficulty of taking good notes.



- From this pie – chart the researcher concluded that not only lack of practice is the reason that leads to students' failure in taking good notes but there are other factors behind their failure in taking good notes, which are motioned above.

- **Summary of the main results**

The obtained results seem, therefore to confirm some points of the research hypotheses. One of the language sub – skills about which learners complained as being complex, it is easy to notice that note- taking is the most difficult task. Teachers asserted too that causes behind learner's deficiencies in taking good notes are numerous. Besides learners often find difficulties while taking notes. In this respect students asserted that note taking has been neglected and has not given as much importance as the other sub- skills and not even been taught properly. They added that the focus on the written language, grammar rather than study skills.

### Phase 05: Conclusion

Listening comprehension plays a fundamental role in teaching – learning process through ameliorating learners' deficiencies in taking good notes. Thanks to listening comprehension module, both receptive and productive skills will be improved. The failure of taking good notes is the result of less practice and less proficiency in study skills. In addition to this, the comprehension of a foreign language can also make note-taking the easiest task.

### Phase 06: suggestions and pedagogical implications.

**1.Jigsaw listening:** in three groups students listen to three different tapes, all of which are about the something (witness reports after an accident or a crime, phone conversation arranging a meeting, different news, stories which explain a strange event, etc

Students have to assemble all the facts by comparing notes. In this way, they may find out what actually happened, solve a mystery or get a rounded account of a situation or topic.

**2. Messages – taking:** students listen to a phone message being given. They have to write down the message on a message pad. There are many other kinds of message that students can listen to. For example, they may hear a recorded message about what films are on at a cinema, when they are on, what rating they have and whether there are still tickets.

**3. Monologues:** various monologue genres can be used for different listening tasks. For example, we can ask students to listen to lectures and take notes. We can get them to listen to “Vox – Pop “interview where five different speakers say what they think about a topic and the students have to match the different speakers with their different opinions.

**4 .Music and sound effects:** although most audio tracks consist of speech we can also use music and sound effects. Songs are very useful because, if we choose them well, they can be very engaging.

**5. Poetry:** poetry can be used in a number of ways. Students can listen to poems being read aloud and say what mood they convey. They can hear a poem and then they try to come up with an appropriate title. They can listen to a poem which has no punctuation and put in commas and full stops where they think they should occur.

**6. Stories:** a major speaking genre is story telling. When students listen to people telling stories, there are a number of things we can have them do. Perhaps they can put pictures in the order in which the story is told. Sometimes we can let students listen to a story but not tell them the end. They have to guess what it is and then, perhaps, we play them the recorded version.

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