

The Importance Of Teaching-Listening Comprehension In Promoting Note-Taking Skill

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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.

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.

2.4. 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.

2.4.1.1 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 and note-taking skill .This part consists of seven questions that are open-ended and close ended. The second section is called: suggestions related to the improvement of students' abilities and

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competencies. It consists of three main open-ended questions.

2.4.1. 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 E F I 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.

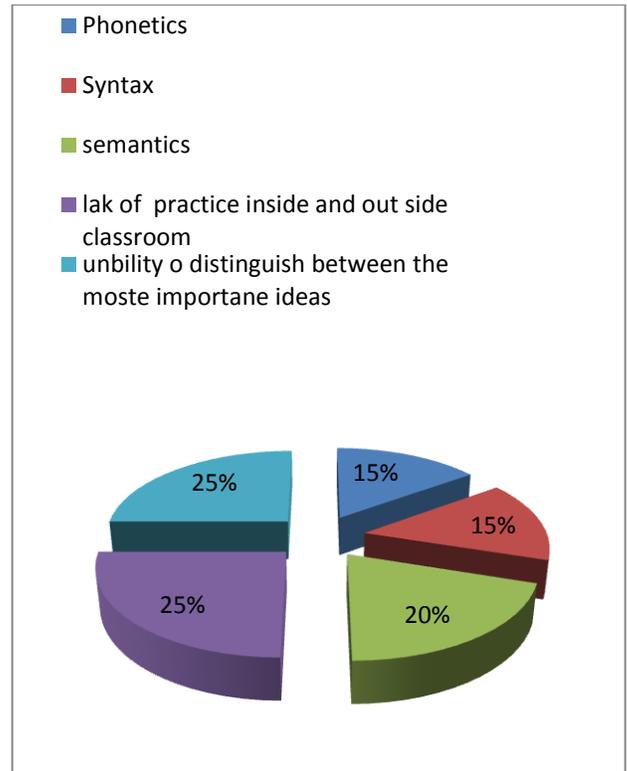
2.4.1.3 Classroom observation:

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.

2.4.4 The 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 teachers. All of them have a doctoral degree.

- From this pie – chart the researcher deduced that taking good notes is the difficult task that requires more proficiency in study skills.



- 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.

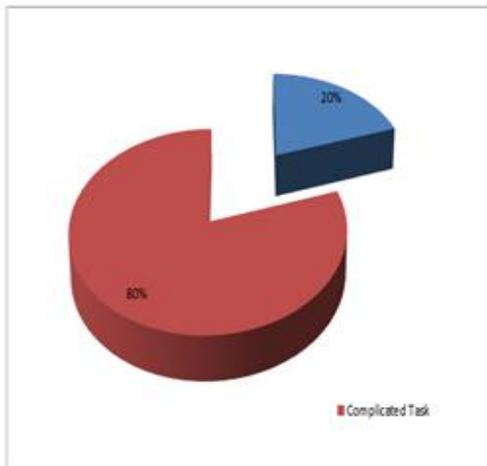
Summary of the main results

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 4: 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 03: data analysis



Pie Chart 3.2 The difficulty of taking good notes.

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