

Major English Students' Perceptions on Note Taking Methods while Listening Comprehension at the Faculty of Education –University of Aden

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Abstract

This study investigates the major English students' note taking methods while listening comprehension. The purpose is to know whether they use note taking methods while listening, if so, how their listening difficulties in English as a foreign language (EFL) negatively affect on their note taking skill. The students are the first-year of major English at the Faculty of Education - Aden, University of Aden. The study is descriptive that uses qualitative and quantitative instruments - a questionnaire and a semi-structured interview - to collect the data to answer the research questions. The data obtained was analyzed using the Social Statistical for Social Science (SPSS). The findings reveal that 41(53.9%) and 40 (52.5%) of the students usually try to take notes while listening using poor single words rather the other methods. This may due to students' poor listening skill in English as a foreign language and lack of teaching note taking while listening. Therefore, the researcher recommends improving students' listening comprehension and then training them on note taking through designing listening materials that are consistent with practicing note taking skill.

Keywords: note taking, note taking methods, listening comprehension, listening difficulty

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1. Introduction

Listening comprehension is one of the English language skills that plays vital and crucial roles in understanding spoken language. Bowen, Masen, and Hilferty (1885) noted that "listening is the oral language, students hear oral speech, divide sounds, classify them into lexical and syntactic units, and comprehend the message" (as cited in Gilakjani & Sabouri, 2016, p. 124). Gu (2016) defined "listening as a listening comprehension with meaning of an active process of receiving the incoming data and creating meaning in another way" (as cited in Nadhira & Warni, 2021, p. 186). That means, listening includes recognizing

the linguistic units such as vocabulary, grammar, accents, stress and then processing and analyzing them to produce clear understanding of the text content they hear in a foreign language.

A number of studies have been proved that listening skill is difficult for EFL students. For example, Alrefaee, Mudkanna, Almansoob and Alrefaee (2019) pointed out that Yemeni university students have low proficiency level in listening skill rather than reading and writing skills. Such listening deficiency may be attributed to limited exposure of vocabulary, grammar, world experience and an inappropriate leaning situation (Humouda, 2013 &

Graham, 2006).

Note taking while listening is a technique of recording information for reviewing and remembering information while or after lecture. Kim (2019) indicated that note taking is essential for recalling what has been heard or seen and can promote reflection. That means, note taking while listening facilitates recalling information once again to be used in reviewing and evaluating such information in learning situations. Note taking has cognitive and mental roles that include paying attention, memorizing, and understanding information (Paper & Mayer, 1978 as cited in Moshleh & Baba 2013). This indicates that note taking skill includes more than one task in a limited time. The note taker needs first to listen, and comprehend the input, organize the information and finally write.

Moreover, Ellis (2003) stated that "listening and taking notes simultaneously are a dual-task which may be very difficult and challenging for many L2 learners." In the same vein, Ferris and Tagg (1996) stated that "the lack of note taking skills and problems with note-taking as well as listening comprehension are troublesome areas most often reported by international students" (as cited in Hayati & Jalilifar, 2016, p. 101). It suggests that note taking while listening is hard and complex to be performed by EFL students because of listening difficulties in EFL and multi tasks of note taking skill.

However, researchers proved that note taking has effective and crucial roles while listening comprehension. For example, Vandergrift (2004) and Ahour and Bargool (2015) emphasized developing listening skill of EFL students through different ways such as practicing listening and taking notes during listening. Moreover, Hayati and Jalilifar (2009) and Harrouz (2016) suggested that note taking can facilitate listening comprehension as it helps them pay attention to a listening text and understand its meaning. Further, the findings of Ahour and Bargool (2015) referred to the positive effect of while listening note taking rather than no note taking that may bring no good results. Further more, Siegel (2019) asserted that "only after successful listening occurs, attention can be turned to the next stages of the note taking process" (p. 8). It suggests from the previous researches that note taking may serve as a tool to improve listening skill as it promotes focusing on subject and recalling information latter. However, students cannot take notes successfully, unless they achieve meaningful listening.

In this study, the researcher needs to explore whether the major English students practice note taking skill while listening, and how listening in a foreign language may hinder them to practice note taking while listening.

1.1. Statement of the Problem

In the current study, the major English students face problems with taking notes while listening in EFL. Through reviewing their listening documents at the

English department, it was found that their listening scores of 1st mid-term exam are low. In addition, through causal interview, the listening teacher noted that "major English students cannot concentrate on the listening text, forget what they have been listening after the listening text finished, and they hardly answer the listening questions." She further added that "some students cannot take notes by any way or the other." According to Hwaider's study (2017) which was conducted in the Yemeni context, "listening skill is the most difficult among all language skills for the learners. The findings revealed that there is a set of linguistic and nonlinguistic problems in listening." (as cited in Alrafaee, et al., 2019, p. 270).

This suggests that students' listening skill is deficient and challenging to meet the requirements of learning the English language and note taking skill. As a result, students insufficiently practice note taking skill while listening comprehension.

1.2. Research Questions

To address the research problem, the current study is based on the following questions:

1. What are the current note taking methods students use while listening comprehension?
2. What are the effects of students' current note taking methods while listening comprehension?
3. What are the variables contributing to note taking difficulty?

2. Literature Review

Listening comprehension is understanding the spoken speech. Rost (2011) pointed out that "its main purpose is to be able to understand what the intended meaning of the speaker is" (as cited in Ahour & Bargool, 2015, p. 2327). Additionally, listening comprehension is the most important skill in learning a new language as it is the main source of language input. Hamouda (2013) said that "listening skill is very important in acquiring understandable input. Learning does not occur if there will not be any input" (as cited in Gilakjani & Sabouri, 2016, p. 123). That means, during the listening process, the listener receives information (i.e. input), then interprets, understands the input by which learning takes place.

Two important processes are included during listening comprehension: bottom-up and top-down processes (Richards, 2008). Bottom-up process includes understanding the sounds and grammar. Top-down includes using the context, general knowledge and previous experience to understand the text. In addition, the author referred to the importance of these two processes that may be used in an integrated process during listening processes to produce meaningful understanding.

On the other hand, many studies referred to listening deficiency variables in English as a foreign language.

According to Hamouda (2013) listening difficulty can be classified into listening material, speaker and listener. Moreover, the studies of Harrouz (2016) and Yagang (2019) classified listening difficulty into four variables: the message (i.e. topic and language knowledge), the speaker, and the listener (personal variables and the physical setting). This study will use the second classification as it is more comprehensive and practical.

To illustrate such variables, difficulty of unfamiliarity with the text topic, insufficient of vocabulary, grammar and background knowledge may eliminate students listening comprehension (Goh, 1999). In addition, the difficulty of understanding spoken language phonetic variations of a word may also mislead listening comprehension and taking notes (Field, 2003, as cited in Yilmaz & Yavuz 2015). That means, when students are restricted with one accent rather others, this may lead to listener's inability to understand the content. Within such context, EFL listeners should have familiarity with different accents to facilitate their understanding of the listening text.

Other variables such as an inappropriate learning environment may also physically and psychologically contribute to listening difficulty. For example, students' individual work and bad audio device may lead to lose concentration and inability to focus on the listening text. Further, lack of training students on listening strategies may hinder teaching listening and teachers' strategies for teaching listening (Eltaib, 2011, as cited in Hwaider, 2017). All these variables may also contribute to EFL students' listening difficulty and negatively affect on their note taking skill.

Note taking while listening comprehension is a beneficial activity that helps students focus on the topic, understand and recall information for review (Kobayashi, 2005 & Teng, 2011). In the same vain, Badger, Sutherland, White and Haggis (2001) suggested that the aim of taking note is to recall of the lecture as much as possible.

On the other hand, note taking has two main roles, decoding and external storage (Di Vesta & Gray, 1972, Fisher & Harris, 1973; Richard & Friedman, 1978; Carrier & Titus, 1979, as cited in Teng, 2011). According to their studies, decoding refers to understanding what the speaker says and external storage refers to writing down meaning on papers. Such two main functions represent implicit processing and understanding and explicit writing down information they have understood. Almaaghb's study findings (2002) supported such functions and showed that note taking methods and its underlined functions of focusing, analyzing and connecting information made a great impact on students' listening performance.

Students may use varied kinds of note taking methods to

take notes while listening comprehension. According to Moshleh and Baba (2013) note taking methods are Cornell, mind mapping method, outlining method, charting method and writing sentences method. Cornell method was created by Pauk (2001) to facilitate taking notes in Cornell University (as cited in Alzu'bi, 2019). It has three columns of different functions. One column is to the left side of the page that includes the topic, the cue or the question. Another column is to the right that explains the cue, main idea or an answer to the question. Then the taker can summarize the information he/she previously takes at the bottom of such columns (Ozcakmak, 2019, as cited in Alzubi, 2019). Mind mapping method is a graphic representation of information in a visual manner. It helps the taker writes notes through drawing diagrams, lines, symbols, key words and images (Tez, Azman & Mohamed, 2014). Outline method is writing the main idea on a line to the left and the sub ideas on another line below using the indents to illustrate different topics and their subtopics (Wong, 2006). Charting method is suitable for the information which is organized in a chronological order from the past to the present with appropriate headings or time (Sumka, 2020). Writing sentences method includes writing facts and knowledge in complete sentences as they heard. It is commonly used by students without realizing that it is one of the note taking methods (Sumka, 2020).

Such note taking methods have a common function which is helping students make the information they listen, read or write tangible. Mendelsohn (1994) suggested that "L2 students need to be able to take notes as much detail and in whatever form best suits them in order to use the notes later as an aid to memory" (as cited in Teng, 2011, p.480). That means, however, there is no one best method, it should be simple and easy to facilitate understanding and writing information. For example, Seigel (2019) suggested an approach to develop and stimulate EFL listeners cognitive abilities to take notes while listening. This procedure based on three stages: a) warm up (i.e. students listen to a ward and try to substitute it with another word that has the same meaning, b) transitions phase (i.e. students listen to longer speech and take notes using abbreviations and symbols) and c) real time phase (i.e. students listen to slightly longer speech and try to take notes). The findings indicated that the majority of the students got benefits from such training while few of them did not get any improvement in taking notes.

Several studies were conducted to refer to the relationship between note taking and listening comprehension. For example, Hayati and Jilifar (2009) stated that there is a relevant interrelationship between listening comprehension and note taking. The action research of Örsdemir and Yilmazer (2016) explored the usefulness of note taking in

a foreign language listening classroom. The findings indicated that note taking has a significant effect in increasing connection and understanding of English listening passages. Dunkel and Pialorsi (2005) and Ipek (2018) illustrated that when learners practice note taking, they easily answer the post listening questions (as cited in Ahour & Bargool, 2015).

The experimental study of Carrell (2007) suggested that there is a moderate relationship between note taking and multiple-choice computer-based listening comprehension of the new TOEFL IBT for international students studying English in the United States. Teng (2011) found that Taiwanese college students who took notes while listening to the lecture and then reviewed their notes performed better in EFL lecture comprehension than those who only listened to the lecture without taking notes. In the same vein, Kim's study (2019) also referred to the crucial role of training Korean college students on notes during academic English listening tests. The findings of such study showed that the experimental group performed better by using systematic note taking methods than the controlled group who used unsystematic methods.

To sum up, note taking and listening skills are potentially interrelated. Such relationship can be effective and leads to improvement whenever students train on both skills.

3. Methodology

3.1. Sample

The sample is the first-year students at the English department at the Faculty of Education - University of Aden - of academic year 2023. In fact, the current number of the major English students is 79, however, three of them were left out whose their questionnaires were not fully answered. Therefore, only 76 students participated. They are five males and 71 females. Their ages are between 20-23 years old. They studied English language as a foreign language from the 7th class to the 12th class at the preparatory and secondary school levels. In addition, many of them studied extra English courses to improve their English before admitting into college. Mainly, most of them completed a basic English course and only three students who completed an advanced course of English language. At present, they study listening skill as a main course at the BA program at the Faculty of Education.

3.2. Instruments

Two research instruments were used: a questionnaire, and semi-structured interview to collect data of whether major English students take notes while listening comprehension. The questionnaire is based on two categories of 5 Likert Scale points ranging from 5-1. First, agreement category is classified into 5= strongly agree, 4= agree, 3= undecided, 2= disagree, 1= strongly disagree. Second, frequency category is classified into 5= always, 4= usually, 3= sometimes, 2= hardly ever, and 1= never. In this study, the questionnaire items are adapted from Harrouz (2016). It

consists of 26 items which collect information on students' perceptions of note taking methods, their effects and variables contributing to note taking difficulty while listening comprehension. On the other hand, interviewing the participants also provided a lot of information that enriches and supports answering the research questions. The interview consists of the three main themes that are consistent with the research questions.

3.3. Validity and Reliability

The researcher checked the research validity through collecting the instruments contents (i.e., questionnaire and interview) from literature review to make sure that the statements are consistent with the research questions. Then their contents were also checked out by professors and doctors at English department of the Faculty of Education. To measure the validity, the responses were analyzed by other experts of statistics analysis to help the researcher analyzes and discusses the research questions.

The research reliability was checked through the consistency of the results got from the instruments (i.e. questionnaire and interview). In so doing, first, the researcher re-administered the data collection with the same students after two weeks of doing the research. Second, the researcher used the Cronbach alpha technique to check the consistency of the questionnaire results. Such instrument can be said to be reliable if the Cronbach Alpha coefficient is above 0.6 (Pallant, 2001). The reliability of this research is 0.8 which it suggests that research findings are reliable.

3.4. Data Analysis

The data collected from questionnaires was explained and analyzed quantitatively and electronically through Statistical Package for the Social Sciences (SPSS). The findings of the questionnaire's items were described and reported through descriptive statistics such as the highest percentage (HP), mean (M), and standard deviation (St D). HP is used to describe the highest percentage among of all the percentages of each category that describes the item. M and Std D are used to measure distribution. M is used as a standard measure of data center distribution. Wanjohi and Purity (2021, para 7) noted that the range of interpreting the Likert scale mean score was given as follows: "1.0-2.4 (Negative attitude), 2.5-3.4 (Neutral attitude), and 3.5-5.0 (Positive attitude)." While Std D describes how far the individual responses spread out from the mean. Based on the scoring system of University of North Carolina, 2009, "a low standard deviation indicates that the data is close to the mean, whereas a high standard deviation indicates that the data is spread out over a large range of values."

The interview data was recorded and transcribed. Then transcripts were analyzed thematically and qualitatively.

4. Findings and Discussion

The research questions will be discussed and explained through the data collected from the students' questionnaire and interview themes.

Research Question One: What are the current note taking methods students use while listening comprehension?

This question discusses students' current note taking while listening. First, the questionnaire items findings 1-8 are explained. Then such findings are supported by interviews transcripts.

Table 1. Students' Note Taking Methods

No.	Items	HP (%) n=76	M	Std D
1.	I take notes during listening comprehension.	Usually 41(53.9%)	3.2895	1.88903
2.	I write just words.	Usually 40(52.5%)	3.3816	1.83279
3.	I write sentences as I heard them.	Never 47 (61.8%)	1.8026	1.10779
4.	I use abbreviations and symbols.	Never 50(65.8%)	1.0000	1.33008
5.	I divide the page into three parts including main ideas, explaining these ideas, and a summary.	Never 76(100%)	1.0000	0.0000
6.	I use the outline method which includes the main ideas on a line and the sub main ideas on indented lines.	Never 76(100%)	1.0000	0.0000
7.	I use drawings and diagrams.	Never 76(100%)	1.0000	0,0000
8.	I use charts to classify information.	Never 76(100%)	1.0000	0.0000

In Table 1, mainly at the level of items 1 and 2, the highest percentages of 41(53.9 %) and 40 (52.6%) indicate that the students usually try to practice note taking using single words rather than the other note

taking methods. The mean scores of 3.2895 and 3.3816 refer to normal distributions since such mean scores are within the neutral attitude of the mean range distribution (2.5 - 3.4) (Wanjohi & Purity, 2021). The standard deviation scores of 1.88903 and 1.83279 are moderately clustered to the mean. According to the University of North Carolina (2009), when the standard deviation scores are low, the scores are normally distributed around the mean.

While at the level of item 3, the highest percentage of 47(61.8%) negatively indicates that the students never write sentences as notes. The mean score of 1.8026 has a rather small distribution in the center. Such mean score stability is also confirmed by the low score of standard deviation of 1.10779. On the other hand, at the level of item 4, the highest percentage of 50(65.8%) illustrates that students never use symbols and abbreviations to facilitate their notes. The low scores of the mean and standard deviation of 1.0000 and 1.33008 support such idea. However, Kirkgoz (2010) indicated that "abbreviations and symbols may save time and energy. It allows students to note down faster and keep pace with the lecture" (as cited in Sukma, 2020, p. 9). In the same vain, at the level of items 5, 6, 7 and 8, the highest percentages of 76(100%), 76(100%), 76(100%) and 76(100%) indicate that the first-year students never use Cornell method, mind mapping method, outline method, drawing method nor charting method to take notes during listening comprehension. Such negative indications get the same lowest mean scores of 1.0000, and the same lowest standard deviations of 0.0000 as well.

In the same vain, the findings of the students' interview theme (i.e. students' current note taking notes) state that students at the English department try to take notes using poor single words or other methods they learned by themselves through You Tube videos. Therefore, their notes are bad and do not make sense for them. It suggests that their note taking while listening comprehension is hard and challenging and they had no knowledge on other note making methods. Such findings are aligned with the questionnaires items findings 1-8.

Here are some extracts of students' interviews:

Student 1: "Yeah! I take notes while listening. I've learned how to take notes via You Tube videos. I just write words,but..... I mean, I „sometimes write a lot of sentences"

Student 2: "I can't spell words, but... ahha when I try to

read them after the lecture, they are bad ..."

Student 3: "I do not know how to take notes, just writing few words...."

Student 4: "I can't take notes as I .. I... mean I cannot listen and write well...."

Student 5: "No, no, graphics, drawing or charts to take notes."

Research Question Two: What are the effects of students' current note taking methods while listening comprehension?

This question discusses the current students' note taking effects while listening. First, the questionnaire items findings 9-11 are explained in Table 2. Then, such findings are supported by the students' interviews transcripts.

Table 2. Students' Note Taking Effects on Listening Comprehension

No.	Items	HP (%) n=76	M	Std D
9.	My note taking helps me understand the subject.	Strongly disagree 49(64.5%)	2.0132	1.60411
10.	My note taking is better to memorize and recall the heard information.	Strongly disagree 48(63.2%)	2.1447	1.67096
11.	My note taking effectively helps me answer listening comprehension questions.	Strongly disagree 52(68.4%)	2.1316	1.76893

In Table 2, namely at the level of items 9, 10, and 11, the highest percentages of 49(64.5%), 48(63.2%), and 52(68.4%) refer to students' strong disagreement of their current note taking benefits. The mean scores of 2.0132, 2.1447 and 2.1316 refer to small distributions in the center since such mean scores are within the negative range (1.0 - 2.4) (Wanjohi & Purity 2021). In the same line, the low standard deviation scores of 1.60411, 1.67096, and 1.76893 are normally near the mean. Such findings indicate that students' current note taking skill is not

more beneficial nor effective as they could not remember information or answer listening text questions. However, in a study by Hayati and Jalilifar (2009), the participants reported that note taking was useful to answer questions related to the course content and it was easier for them to remember what they learned.

Likewise the questionnaire findings, the students' interview theme findings (i.e. students' current note taking effects) point out that they are aware of the negative effects of their current note taking. In addition, they positively believe with note taking effectiveness and importance while listening as it is reported in their interview transcription. Such findings are aligned with the questionnaire items findings 9-11.

Here are some extracts of students' interviews:

Student 1: "While I am listening, I ...hhh, understand little information, but sometimes I lost the main idea. hhh."

Student 2: "That's right that I sometimes take notes, but when I read them latter, they look nonsense, then I give up taking notes and I just listen..."

Student 3: "I am bad at writing notes, as I forget what I've just listened to."

Student 4: " I mean ... I do not understand the words I've listened to, so I leave most of the questions without answers or ..."

Student 5: "If I could take notes well, I could answer listening questions well."

Research Question Three: What are the variables contributing to note taking difficulty while listening comprehension?

This question discusses the variables contributing to note taking difficulty. First, the questionnaire items findings 12-26 are explained in Table 3, 4 and 5. Then, such findings are supported by the students' interviews transcripts.

Table 3. Linguistic Variables Contributing to Note Taking Difficulty while Listening

No.	Items	HP (%) n=76	M	Std D
12.	The listening text vocabulary is unknown for me.	Always 65(85.5%)	4.6184	1.01937
13.	The listening text grammar is difficult to understand.	Always 64(84.2%)	4.5526	1.14769
14.	The listening text is too long.	Sometimes 57(75.0%)	4.2368	1.41269
15.	The listening text has unfamiliar topics.	Sometimes 60(78.9%)	4.4342	1.23661

Table 3 records the language and world knowledge variables contributing to note taking difficulty while listening. At the level of items 12, 13, 14 and 15, the highest percentages of 65(85.5%), 64(84.2%), 57(75.0%) and 60(78.9%) point out that the students do not always understand the difficult vocabulary, grammar nor control the length and unfamiliarity of topics. The mean scores of 4.6184, 4.5526, 4.2368 and 4.4342 are highly clustered in the center. Additionally, the standard deviation scores of 1.01937, 1.14769, 1.41269 and 1.23661 give valuable descriptive measures of the means.

In the same vain, the findings of the interview theme (i.e. language and topics variables) point out that most of the students always do not have vocabulary, grammar and knowledge of the topic that hinder them to understand the listening text. Such findings are aligned with the questionnaires items findings 12-15.

Here are some extracts of the students interview:

Student 1: "I mean,,, no more vocabulary.... grammar is difficult."

Student 2: "Yeah!....the topic is new for me, and sometimes is long."

Such EFL students' difficulties are also aligned with some studies. For example Hamouda (2013) stated that listening materials' topics that include native language expressions, ideas and phrases are difficult for EFL students. In the same vain, Graham (2006) stated that unfamiliar vocabulary and grammar may lead to misunderstanding listening comprehension.

Table 4. Personal and Psychological Variables Contributing to Note Taking Difficulty while Listening

No.	Items	HP (%) n=76	M	Std D
16.	Listening in English as a foreign language is difficult to me.	Always 69(90.8%)	4.7235	0.87329
17.	I do not practice listening outside the classroom.	Always 72(92.1%)	4.7237	0.96094
18.	I have difficulty to understand the content.	Always 60(78.9%)	3.5395	1.57497
19.	I fail to concentrate on the main idea of the content.	Always 61(80.3%)	4.2636	1.50880
20.	When I listen, I feel nervous an anxious.	Always 58(68.4%)	3.1053	1.34243
21.	I cannot understand the speaker's fast speech.	Always 63(82.9%)	4.3565	1.43948
22.	I cannot distinguish different speaker's speech accents.	Always 65(89.5%)	4.6184	1.13098

Table 4 reports listener, speaker and psychological variables that negatively affect on students' current taking notes while listening. For example, at the level of items 16 and 17 the highest percentage of 69(90.8%) and 72(92.1%) report that the students always consider listening in English as a foreign language a challenging skill as they listen English only in the classroom and no other situations outside the classroom. The highest mean scores of 4.7235% and 4.7237 and the low standard deviation scores of 0.873290 and .96094 refer to normal distribution.

This context may raise other problems such as inability of understanding, concentration and anxiety as it is shown in

the items 18, 19 and 20. The highest percentages of 60(78.9%), 61(80.3%) point out that the students are always unable to infer, or concentrate on the speaker's main idea of the listening content. Therefore, the highest percentage of 58(68.4%) shows that the students are always nervous while listening because of their inability to understand the listening text in English. The high mean scores of 3.5395, 4.2636, and 3.1053 are negatively clustered in the center. In the same vain, the standard deviation of low scores 1.57497, 1.50880 and 1.34243 are near the mean.

The items 21 and 22 are related with speaker's problems. The highest percentages of 63(82.9%) and 65(89.5%) show that the students always have problems with speaker speech rate and different accents. The high mean scores of 4.3565 and 4.6184 negatively distribute in the center. The low standard deviation scores of 1.43948 and 1.13098 are normally near the mean.

In the same vain, the interview theme findings (i.e. listener, speaker and psychological difficulties) report that most of the students always challenge note taking while listening due to listening deficiency in EFL, and lack of practicing listening, rate of speech, unfamiliar accent. Such findings are aligned with the questioners items findings 16-22.

Here are some extracts of students' interviews:

Student 1: "Yeah! I fail to listen because English is difficult. I have no vocabs, no listening outside the class."

Student 2: "When I write some words, I forget the coming information, because I can't concentrate on all the heard speech."

Stduent3: "When the speech is fast, and the text has new words, I feel nervous and can't catch it and I can't understand..."

Such findings are aligned with Yagang's findings (2019) which indicated that speech rate may impact on students comprehension. The author added that missing some of the lecture content will eventually affect their understanding of the whole lecture. In addition, the studies of Hamouda (2013) and Goh (2000) indicated that speaker's accent plays a vital role in understanding listening content.

Table 5. Physical Variables Contributing to Note Taking Difficulty while Listening

No.	Items	HP (%) n=76	M	Std D
23.	Unclear audio devices sound hinders me to understand the listening text.	Usually 36(47%)	3.1842	1.24054
24.	Noise interrupts my understanding of what the speakers are saying.	Usually 20(26.3%)	2.6711	1.30013
25.	Individual work does not assist me to check my understanding of the listening Text.	Always 76(100%)	1.0000	0.0000
26.	My teacher does not teach me how to take notes while listening comprehension.	Always 68(89.5%)	4.6184	1.13098

Table 5. refers to the physical variables that contribute to note taking difficulty while listening. Such variables are unclear audio devices sounds, noise, class organization, and lacking of training on how to take notes. As it is shown in the items 23 and 24, the highest percentages of 36(47%) and 20(26.3%) report that unclear record sounds and noise usually interrupt students' listening comprehension. The mean scores of 3.1842 and 2.6711 have quite normal distributions since such mean scores are around the neutral (2.5-3.4) (Wanjohi & Purity 2021). On the other hand, the standard deviation scores of 1.24054 and 1.30013 confirm the means measures. According to Harrouz (2016), terrible in the audio signals and noise interfere with students' listening comprehension.

As it is seen in the item 25, the highest percentage of 76(100%) indicates that all the students always work individually to do their listening comprehension activities. The mean and standard deviation scores of 1.0000 and 0.0000 illustrate such negative situation. According to Hwaider's findings (2017), classroom organization should encourage interaction, and allow pairing and grouping of students. As it is noted in the item 26, the highest percentage of 68(89.5%) indicates that the students are not

always taught how to take notes while listening. The high mean score of 4.6184 negatively distributes in the center and the low standard deviation of 1.13098 shows stability of such mean score. It is clear that the students perceived their lacking of training on note taking while listening.

In the same vain, the interview theme findings (i.e. physical difficulties) indicate that such variables hinder students' listening and taking notes. Such findings are aligned with the questioners items findings 23-26.

Here are some extracts of students' interviews:

Student 1: "I can't listen well because of noise and terrible sound of the audio recorder.."

Student 2: " I do not know how to take notes,.... if teacher teaches me how to take notes .. my notes will be better than"

Such questionnaire and interview findings align with the study of Siegel (2019) who noted that most of university Japanese students reported that they did not take instructions on how to take notes. In a similar study, Crawford (2015) found that only two out of 15 Japanese university students had received instructions of note taking in the course of English during high school.

4. Summary and Conclusion

The research findings report that 41(53.9%) and 40 (52.5%) of the students usually try to take notes while listening using only poor single words. Therefore, their notes do not make sense nor help them understand the listening text. In addition, the findings reveal that the students are aware about their language deficiency, their abilities in listening in EFL, absence of practicing listening and note taking training, and how such problems hinder their listening and taking notes learning.

To sum up, such variables of difficulty in a particular listening in EFL should be improved as it is very necessary for effective note taking learning. Therefore, the researcher suggests:

- improving students' listening comprehension through constant practice of listening, and giving variety of listening activities that remedy listening problems. If listening skill problems are improved, it will partially avoid note taking difficulty.
- designing listening courses in English based on the needs of foreign language students pursuing their note taking skill.
- training students on note taking while listening will not only raise students' awareness of systemic note taking methods but also will improve their listening comprehension.

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مفاهيم طلاب اللغة الإنجليزية بشأن طرائق تدوين الملاحظات في أثناء الاستيعاب السماعي في كلية التربية عدن - جامعة عدن

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ملخص الدراسة

يدرس هذا البحث مدى استخدام تدوين الملاحظات في أثناء مهارة الاستماع في مادة اللغة الإنجليزية بكونها لغة أجنبية لدى طلاب المستوى الأول- قسم لغة إنجليزية - كلية التربية عدن- جامعة عدن. تهدف هذه الدراسة إلى معرفة أساليب التدوين لدى الطلاب ومدى تأثرهم بصعوبات مهارة الاستماع باللغة الإنجليزية. أجريت هذه الدراسة على ستة وسبعين طالبًا وطالبة في المستوى الأول - تخصص لغة إنجليزية، وأن هذه الدراسة تنهج النهج الوصفي مستخدمة أداتين بحثيتين هما الاستبانة و المقابلة ثم تحليل البيانات مستخدمًا التحليل الإحصائي الإلكتروني. وقد أشارت نتائج البحث إلى ان ٤١(٥٣.٩%) و ٤٠(٥٢.٦%) من طلاب اللغة الإنجليزية يستخدمون مهارة تدوين الملاحظات في مادة اللغة الإنجليزية على مستوى الكلمة دون طرائق التدوين الأخرى. وذلك بسبب صعوبة الاستماع باللغة الإنجليزية وعدم تدريبهم على كيفية تدوين الملاحظات في أثناء الاستماع باللغة الإنجليزية. اختتمت الباحثة الدراسة بالتوصية على ضرورة تطوير مهارة الاستماع بكونها خطوه أولية ورئيسة لتطوير مهارة الاستماع والاستيعاب لما يسمعه، ومن ثم تدريبهم على كيفية تدوين الملاحظات في أثناء ذلك، واقترحت الباحثة تصميم مناهج في مهارة الاستماع تتوافق مع تحقيق هذا الغرض.

الكلمات المفتاحية: التدوين، مهارة الاستماع، صعوبة مهارة الاستماع، أساليب التدوين.

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