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Effects of Note-Taking on ESP Learners'

Outcomes

The case of Second year Business

Students at Ouargla University

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Dedication

I DEDICATE THIS SIMPLE WORK TO:

MY DEAR PARENTS, THE SOURCE OF AFFECTION AND WHO HAVE BEEN DOING THEIR BEST TO REACH MY GOAL AND ACHIEVE THIS STUDY WORK AT DUE TIME.

TO MY DEAR SUPERVISOR: MISS. FOUZIA BAHRI.

TO MY BROTHERS: REDOUANE, ABD EL DJALIL, AND MOHAMMED NAIM.

TO MY SISTER: NAFISSA.

TO ALL MY FAMILY.

TO MY BELOVED FRIENDS: FAIZA, SARA, LATIFA, WARDA, NACIRA, HANA, AND HADJER.

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AT THE END, THE WARMEST THANKS TO THE ADMINISTRATION OF
ENGLISH DEPARTMENT.

List of Abbreviations

EAP: English for Academic Purposes

EGAP: English for General Academic Purposes

ESAP: English for Specific Academic Purposes

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

EST: English for Science and Technology

VESL: Vocational ESL

L1: First Language

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General Introduction

General Introduction

Since there are learners who face problems when they receive huge number of information about a particular subject, note-taking is considered as an effective technique in learning process which helps them to distinguish between the relevant and irrelevant information. Also, it assists them to understand what the teacher or writer intends to convey, achieve what they need to learn, remember and prepare for the exam. In addition to this, English for Specific Purposes is considered as an important process in teaching English language because, it helps them to meet their needs.

According to what has been said before, note- taking has many purposes that motivate the learners to improve their comprehension. Also, it has methods, functions, tools and some tips. Whereas, ESP is an approach which helps ESP teachers to design course to meet the learners' needs. ESP course taught for different purposes. These courses have main characteristics that help teachers to design a course.

This study aims to identify Note- Taking and its effects on ESP learners' outcomes. Because many learners face problems in taking notes in lectures, we are motivated to search in this subject in order to find an appropriate way of note-taking which may help us to comprehend a discourse.

The questions that may be asked in this dissertation are the following:

- 1-What are the effects of Note- Taking on ESP learners' outcomes?
- 2-How should ESP learners take notes?
- 3-Does Note- Taking assist ESP learners to achieve their needs?

We put the following hypothesis as an attempt at finding the appropriate answer to the questions:

Note-Taking may develop ESP learners' comprehension.

This study is carried out on the second year business students at Ouargla university. A questionnaire and interview are selected as means to investigate the Effects of Note-Taking on ESP learners' outcomes.

This dissertation contains two parts: theoretical part and practical part. Theoretical part includes two chapters. The first chapter deals with Note-Taking and the second chapter deals with ESP and practical part contains only one chapter, it includes questionnaire, interview and the analysis of their results.

Theoretical Part

Chapter One:

Note-Taking

Chapter One: Note-Taking

Introduction

1.1 Definition of Note-Taking

1.2 Function of Note-Taking

1.3 Type of Note-Taking

1.4 Purposes of Note-Taking

1.5 Method of Note-Taking

1.6 Requirement for better notes

1.7 How to take notes

1.7.1 How to take notes in lecture

1.7.1.1 Before lecture

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Conclusion

Chapter One: Note-Taking

Introduction

1.1 Definition of Note-Taking

1.2 Functions of Note-Taking

1.3 Types of Note-Taking

1.4 Purposes of Note-Taking

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Conclusion

Introduction

Note-Taking during lectures is considered as an effective way which assists the learners to achieve what they need to learn. This chapter deals with the definition of Note-Taking, functions, purposes, methods, requirement for better notes and how to take notes.

1.1 Definition of Note-Taking

Note-Taking is regarded as an important skill in learning foreign language. It presents when the learners are receiving information from a learning resource. (whether while listening, reading, observing, or discussing). In this sense, Mckeating (1981) sees “Note-Taking as a complex activity which combines reading and listening with selecting, and writing (p.22). Also, Wallace (2004) claims that “Note-Taking is writing down an important point from what you read or hear” (p.38).

There are other authors who dealt with Note-Taking. For example, Fajardo (1996) states that “Note-Taking involving putting on to paper the data received through any of our sense” (p.22). i.e Note-Taking is writing down the information on paper received from listening, reading, observing or discussing resource. Also, Nwkorze “insists on the need for first listening long enough to make sure the essence of the information perceived before taking notes” (p.22). It means that listening is considered as the first step in taking notes because the learner cannot write anything without referring to any resource. Murray (1982) “refers to rehearsal for writing which begins as an unwritten dialogue with in the writer` mind: what the writer hears in his or her head evolves into notes” (p.22). That is to say, Note-Taking is considered as reinforcement to be a good writer and motivates the learners to discover what the writer intends to convey.

Further, Raimes (1983) states that “Note-Taking is writing down the summary of what the speaker says, picking out the important information” (p.78). i.e note-taking is to record the main points of the learner ` listen or read. However, Gilbert(1989) observes “how difficult it is to take notes from a lecture in foreign language. If one tries to write every word the professor says, then s/he is writing at the same time the professor is lecturing. Nwkorze calls this form of taking notes the verbatim transcript, and he does not recommend it” (p.22). It means that Note-Taking is not writing word by word that the learners read o listen but it is a process which involves the selection of the words. Roberson and smith (1987) claims that “Note-Taking is seen as essentially a mechanical task involving the copying of notes from

black board or overhead projector- or possibly the taking of dictated notes” (p.36). i.e Note-Taking is mechanical process which requires the writing down everything read or heard.

In addition to this, Note-Taking is picking out important points or ideas which help the learners to communicate effectively. In this sense, Malley and Chamot (1995) define Note-Taking as “writing down the key words and concepts in abbreviating, verbal, graphic or numerical form to assist performance of language task” (p.138). And according to Jardon (1997), “Note-Taking is straight forward writing down of whatever said or written on a board, ...etc”. (p.187). i.e Note-Taking is the linear process of writing the information which received from spoken or written text.

Overall, Note-Taking is a process of understanding, organizing and recording information captured from other resource.

1.2 Functions of Note-Taking

According to Kiewra (1987), there are two major functions which make Note –Taking is an ideal strategy for many learners. The first one is that Note-Taking helps learners to understand the ideas and concepts which seem ambiguous for them. The second one is that Note-Taking assists the learners to store information in memory, and make them remember without referring to original source while revising. Both functions aid the learners to pay attention to important points¹.

1.3 Types of Note-Taking

Rost (1990) provides a list of Note-Taking. But here, he mentions only four types.

First, Topic-relations notes: in this type, the learners write down the words and phrases to represent subject, translate notes into L1, copy all what the lecturer has written on the black board, transcribe what the lecturer has said, and make all these points in a schemata to organize and clarify the relationship between topic and module.

Second, Concept-ordering notes; this type of note-taking requires listening, numbering topic and labeling notes as main point with respecting left-right indentation, using arrows, dashes, semi-circle, or =sings to indicates relation between topics.

¹ Retrived from <http://www.Wiki.how.Com/take-lecture-Notes>

Third, Focusing notes: in this type, the learners highlight or underline the ideas that seem important, write them in small letters or put them inside parentheses.

Fourth one is revising notes. In this type, the learners take what is useful and neglect what is irrelevant. (as cited in Jordon, 1997).

1.4 Purposes of Note-Taking

Taking notes during lectures has many purposes that pave the way to the learners to achieve their needs.

First, Note-Taking helps the learners to achieve a good understanding. According to this, Fajardo (1996) claims that “Note-Taking assists the listener, reader or observer to achieve a better understanding of what is presented and it facilitates recall of facts as well as oral and written expression” (p.22). For example, ESP learners take notes during ESP course in order to achieve what they need to learn.

Second, Note-Taking can be considered as a good process which helps the learners to remember and make a connection between information.

Third, Note-Taking is regarded as an important part of the learners’ revision for an exam because it assists them to prepare for an exam in order to get good results.

Fourth, Note-Taking increases attention during lectures and motivates the learners to be good writers.

1.5 Methods of recording the information

To get a clear comprehension to lecture or text, there are many methods which help the learners to achieve what they want to learn. According to Wallace (2004) there are two methods of Note-Taking that can help the learners to take better notes and facilitate comprehension.

First, linear notes: is a technique of writing the information in the form of items or points with stating heading and subheading. So, to make linear notes more useful, the learners should: state and write heading and subheading which represent the whole ideas, leave space for explanation, use numbers or letters to organize the ideas and underline or highlight key words. For example:

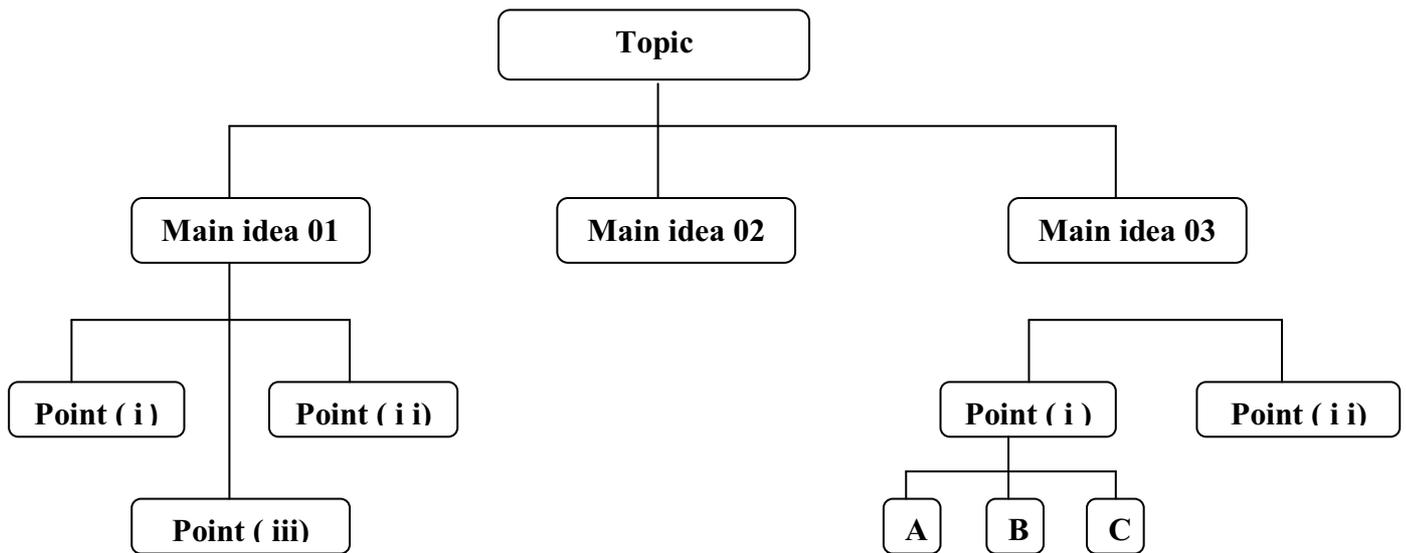


Figure 01: A Linear Pattern

(Robertson & Smith, 1987, p.39)

Second, Branching notes: branching notes also called diagramming, web, mapping, variant mind or concept map. Branching notes are notes that are record in the form of tree. In other words, they are notes are written in separate points relates to central topic by using lines or arrows. To make branching notes, the learners should be: put topic or subject in center, use one arrow to one point to link between topic and its subtopic, do not make your ideas too big and summarize just to remind you of point. For example:

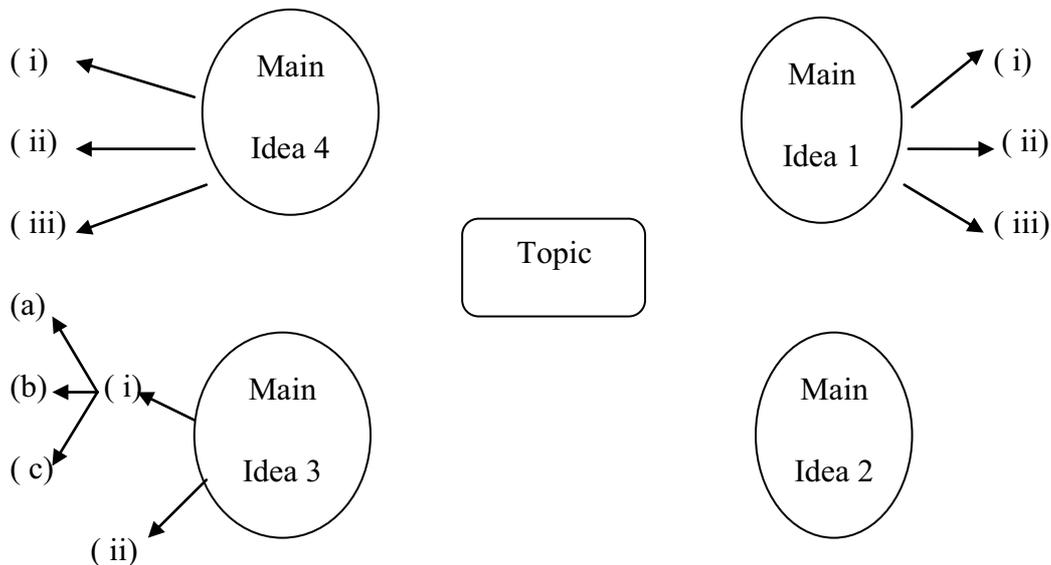


Figure 02: A Spider Pattern

(Robertson & Smith, 1987, p.40)

Also, there are other methods which help the learners to organize their notes. For example, Cornell's Note-taking which is considered as one of them. In this method, there are five steps which help the learners to construct a clear course.

First, Record: "during the lecture, use the note taking column to record the lecture using telegraphic sentences" i.e writing down the information which seems important while listening to lecture or reading text².

Second, Question: "As soon after class as possible, formulate questions based on the notes in the right-hand column. Writing questions which help to clarify meanings, reveal relationships, establish continuity, and strengthen memory. Also, the writing of questions sets up a perfect stage for exam-studying later" i.e after finishing course or reading text directly, the learners ask questions to clarify the ambiguous ideas. (ibid)

Third, Recite: "Most of the page is covered and the student tries to recall as much of the lecture as possible, using only what has been written in the recall column. This procedure helps to transfer the facts and ideas to the long term memory" i.e the learners make their notes in clear conclusion. (ibid)

Fourth, Reflect: "the student's own opinion is distilled from the notes. This also has the effect of training the mind to find and categorize vital information, leading to more efficient memorization" i.e the learners should have background knowledge to interact with that subject. (ibid)

Fifth, revise: "the student reviews the notes briefly but regularly. Because of the highly condensed nature of the notes, the student remembers a significant amount of material" i.e, the learners should revise their notes after each course helps the learners to remember the important points of the subject. (ibid)

1.6 Requirement for better notes

This part deals with requirements which assist the learner to take better notes.

First, attending class is considered as an effective factor to take efficient notes. So, the learners should attend class to achieve what they need to learn.

² Retrived from <http://edutech.wiki.Unige.Ch/en/Note-taking>.

Second, abbreviation and symbols play an important role. For this reason, the learners use them to save time and help them to receive huge number of information in a short time.

Wallace (2004) clarifies that there are three types of abbreviation and symbols: “Field symbols and abbreviation; the learners specializing in certain field or subject area will learn symbols and abbreviation as part of the study that field. For example, the learners of chemistry will know that C stands for carbon and Ca for calcium. Commonly used symbols and abbreviation, these symbols and abbreviation in common use or widely understand” (p.39). Yorkey proposes some symbols to write quickly. They are as follow:

The symbol	Its meaning
e.g	For example
re	concerning
ca	about
&	and
=	Is equal to
<	Less than, or come from
>	Greater than, or become

Table 01: The common symbols in note-taking.

Wallace also proposes “Personal symbols and abbreviation used by individual learners; If you find yourself having to frequently note down a certain word phrase, it is sensible to find a quick way to represent it. For example, English literature learners listening to lecture on poet words worth might well use the initial letter W instead of writing out the poet’s name in full each time they have to refer to it”(ibid). Also, the learners should condense what they receive into brief and meaning full statement to understand the lecture.

Third, the learners should use colors while taking notes because it helps them to remember without reading it again.

Fourth, using group notes is useful to take better notes. The discussion with classmates make learners to be good note- taker so that the learners should form group to turn take good notes in order to gain the whole understanding of the lecture.

1.7 How to take notes

Many learners do not know how to get the whole understanding of the lecture or book. These next points deal with how to take notes in lecture and reading.

1.7.1 How to take notes in lecture?

Many learners attend lectures in order to get better notes which help them to reach highest level of comprehension. This section deals with how to take notes in lecture.

1.7.1.1 How to take notes before lecture?

To take effective notes, it is important to read and search about specific subject before attending class in order to get a general idea or to have background knowledge. In other words, the learners should think about title, outline and its connection with the rest of module.

1.7.1.2 How to take notes during lecture?

When learners attend class, it is better to sit down in the front of the class in order to listen actively to the lecturer, discuss and write down the important ideas. So, when it seems to the learners that word is sufficient, s/he writes it by using colors, highlights or underlines it. Also, using abbreviation and symbols can help the learners to write every important ideas and get better understanding of lecture.

1.7.1.3 How to take notes after lecture?

After reading before attending a class, turn-taking in class, it is useful to rewrite a clear summary of lecture by using linear or branching notes which assist the learners to organize their ideas in a good way. Also, comparison of note taking between learners make them remember and see themselves if they are missing something. Overall, all these points help the learners to remember what they receive from lecture.

1.7.2 How to take notes in reading?

Glendinning & Holnstrom (2004), stated that “Taking notes is an important way of learning from a text and making it easy to revise our knowledge in the future”(p.67)

1.7.2.1 Taking notes before reading

Glendinning & Holmstrom (2004) said, “as a student you will find that there is always too much to read. It is important therefore that you can quickly select the most appropriate source for your needs. To do this, you must have a clear purpose for your reading and you must be able to predict which source will help you most to meet that purpose” i.e the students should set a purpose in order to select the appropriate source that help them to achieve their needs. (p.25).

1.7.2.2 Taking notes while reading

When the learners are reading for example, books, chapters, articles...etc, it is better to underline, circle, or highlight the key words and link the ideas with sub ideas by using arrows to show the relationship between them, use abbreviation and symbols, record the examples and your explanation in margin, ask and put question that do not comprehend, then write down all the important points in the form of summary to appreciate text in the easiest way.

1.7.2.3 Taking notes after reading

In this stage, the learners use their own system (method) of note taking to introduce the whole ideas of text, then compare and discuss with others.

As a summary:

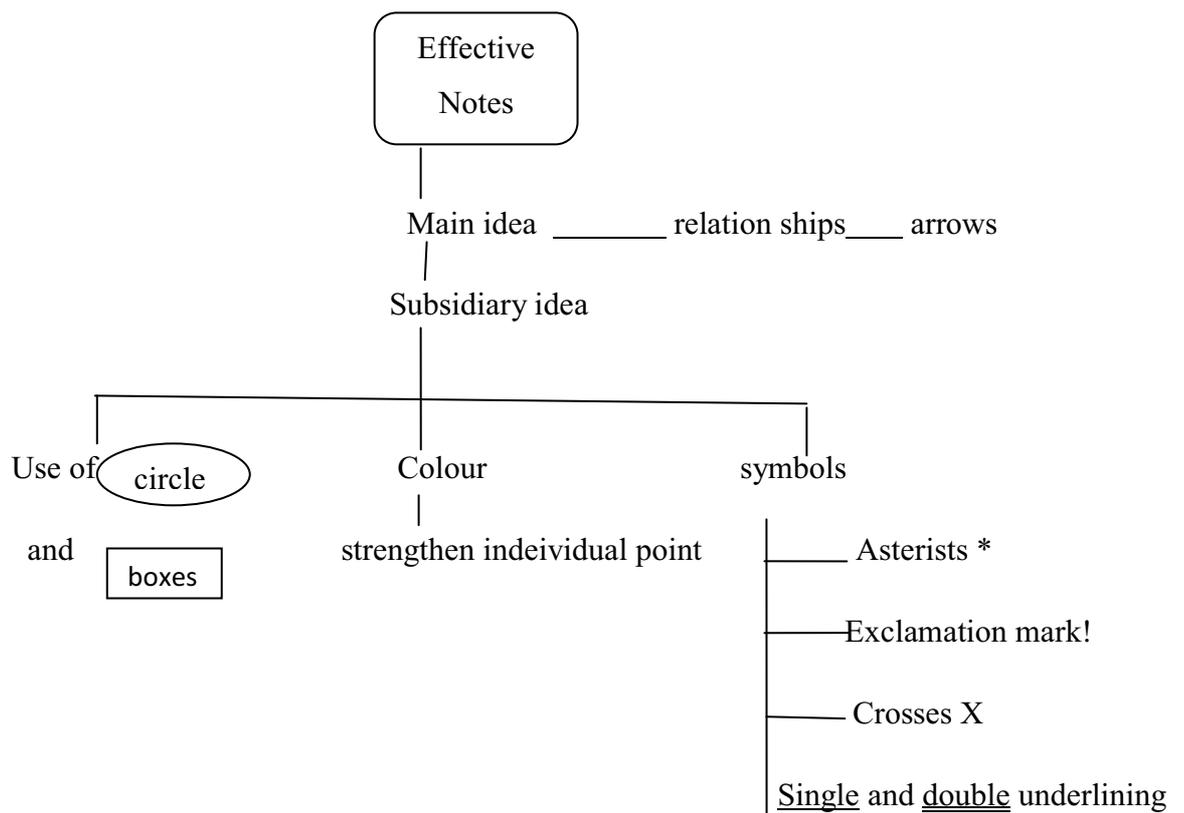


Figure 03: Steps of Taking Effective Notes

(Robertson & Smith, 1987, p.41)

Conclusion

Note-Taking is considered as a part of writing skills. It seems a complex technique to foreign language learners. But, it has steps and methods that can help the learners to know the techniques of writing skill. Therefore, note-taking is regarded as an ideal way which motivates the learners to improve other skills.

Chapter Two:
English for Specific Purposes

Chapter Two: English for specific purposes

Introduction

2.1 Definition of ESP

2.2 Classification of ESP

2.3 Characteristics of ESP

2.4 What are the characteristics of ESP learners

2.5 Note-taking in ESP

Conclusion

Introduction

English for Specific Purposes is considered as one of the main branches of English as Foreign and Second language which assists the specialist to be good communicators in their field. This part deals with definition of ESP, characteristic, classification of ESP, and characteristics of ESP learner.

2.1 Definition of ESP

According to Hutchinson and Water (1987), “ESP must be seen as an approach not as a product. ESP is not particular kind of language or methodology, nor does it consists of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on learner need” (p.19). i.e ESP is an approach (or way) to language learning which based on teaching language to the learners to make them good communicators in target situation. Also Harding (2007) claims that:

Whereas General English is sometimes, perhaps unfairly, labeled English for No Obvious Purposes, in English for Specific Purposes-the purposes for learning language is paramount and relates directly to what the learner needs to do in their vocation or job. One definition stated that ' ESP ' is designed to meet specific needs of the learner, it makes use of underlying methodology and activities of the discipline it serves, it centered on the language (grammar, lexis, register), skills, discourse, and genres appropriate to these activities. (p.06)

i.e ESP is an approach that use specific methodology and based on the learning language which enables the learners to communicate effectively in certain situations. Further, Celce-Murcia defined that “English for Specific Purposes (ESP), by far the largest contributor to the international movement dealing with languages for specific purposes, comprises a diverse group of teacher and curriculum designer dedicates to the proposition that all language teaching must be designed for the specific learning and language use purposes

of identified groups of students” (p.67). i.e ESP is language centered-approach. It is a way which helps the teachers to design their course basing on the learners' needs. However, Robinson (1991) defined that “ESP is normally goal-directed, and that ESP courses develop from a needs analysis, which aims to specify as closely as possible what exactly it is that students have to do through the medium of English” (p.03). i.e ESP is aim-directed and ESP courses are designed basing on the learners' needs.

In general, English for Specific Purposes is regarded as a part of teaching language which is based on teaching language. It develops its own methodology from different disciplines. It is based on the learners' needs and aims to prepare them to communicate effectively in target situation.

2.2 Characteristics of ESP

ESP has many characteristics that are stated by :

First, Strevens’ (1988) definition of ESP make a distinction between four absolute characteristics and two variable characteristics. The absolute characteristics are that ESP consists of English language teaching which is:

- designed to meet specified needs of the learner.
- related in content (that is in its themes and topics)to particular disciplines, occupation and activities.
- centred on language appropriate to those activities in syntax, lexis, discourse, semantics and so on, and analysis of discourse.
- In contrast with 'General English.

The variable characteristics:

- may be restricted as to the learning skills to be learned.
- may not be taught according to any pre- ordained methodology.

Second, Also Robinson states that ESP course are generally constrained by a limited period of time, in which their objectives have to be achieved and are taught to adults classes in terms of the work or specialist studies that the students are involved in.

Third, further, Dudley-Evans and John Maggie clarified that ESP has:

Absolute characteristics:

- ESP is designed to meet specific needs of the learner.
- ESP makes use of the underlying methodology and activities of the discipline it serves.
- ESP is centred on the language (grammar, lexis, register), skills, discourse and genre appropriate to those activities.

Variable characteristics :

- ESP may be related to or designed for specific discipline.
- ESP may be in specific teaching situation, a different methodology from that of general English.
- ESP likely to be designed for adults learners, either at tertiary level institution or in professional work situation. It could however, be used for learners at secondary school level.
- ESP is generally designed for intermediate or advance students.

According to these characteristics, ESP teacher should put a clear plan to ESP course, follow certain methodology according to what the learner exactly need to learn relating content to topic or theme by using suitable language, and taught for the adults.

2.3 Classification of ESP

English for Specific Purposes divides into classes. The following part deals with the main branches which included in ESP.

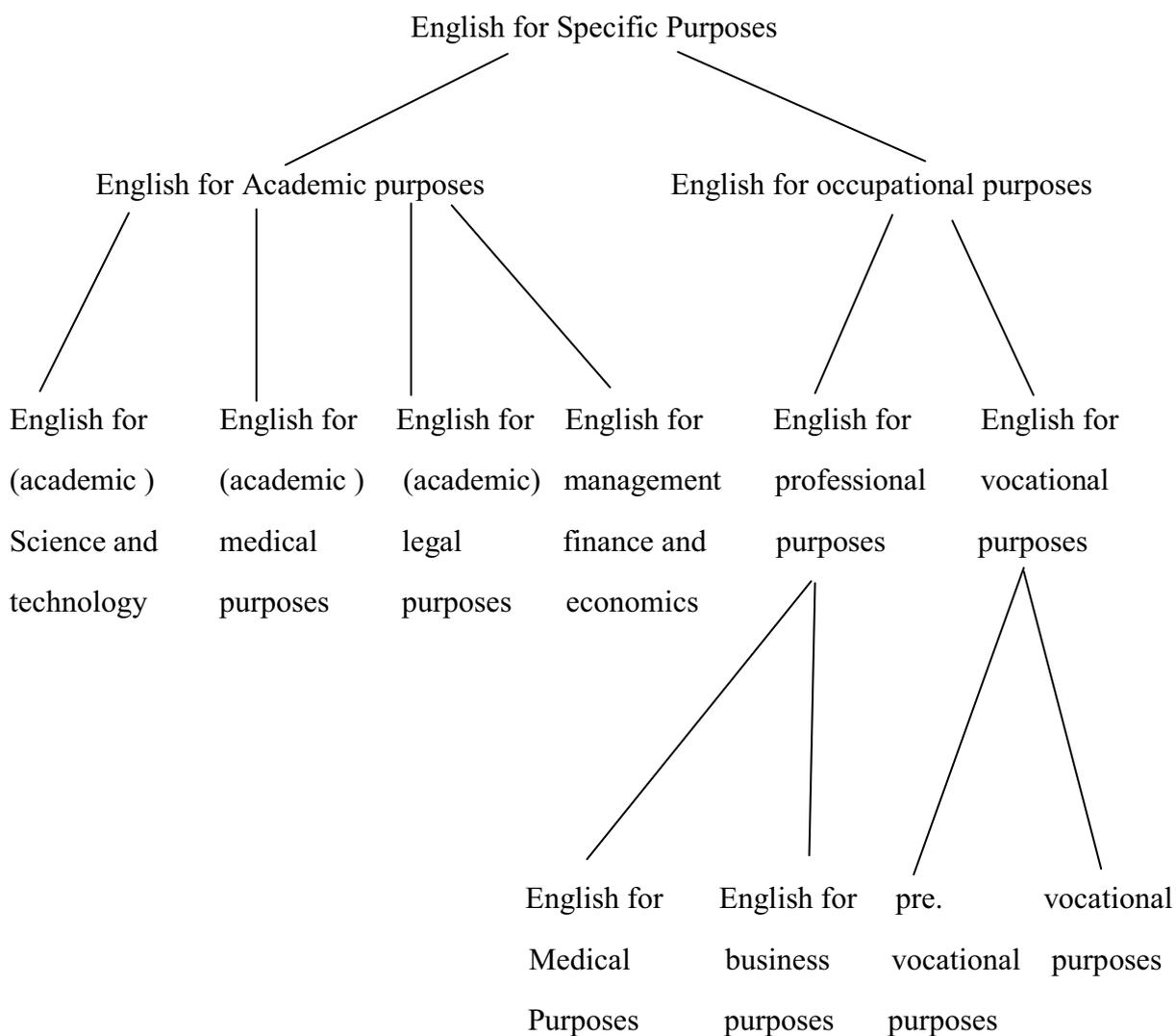


Figure 04: ESP classification professional area

(Dudley-Evans & John, 1998, p.06)

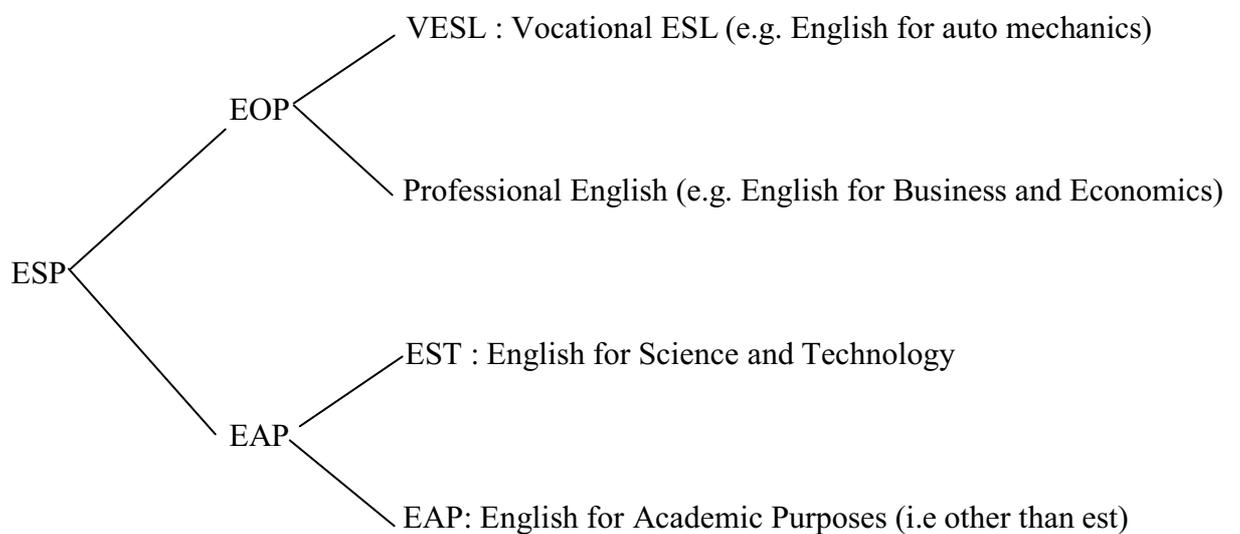


Figure 05: categories of English for Specific Purposes

(Murcia, 1991, p.71)

According to these diagrams, ESP is divided into Two subcategories which are English for Academic purposes (EAP) and English for Occupational purposes (EOP).

2.3.1 English for Academic Purposes

English for Academic Purposes (EAP) is related to English that is taught in schools, universities, etc which benefits the learners in their fields. It is important for the students who are studying English as foreign or second language.

Trends in English for Academic Purposes:

According to Dudley-Evans& Jonh (1998), there are four trends that influence EAP:

Register analysis: register analysis based on grammatical structure of sentences and the use of specific terms that related to scientific and technical English. (p.21).

Rhetorical analysis: Trimble defined rhetorical as the way in which the writer uses to produce text. He proposed four levels which organize the text: the aim of discourse, the relationship between the structure of language and its context. (pp.22-23).

Analysis of study skills: there are many situations that involved only one skill and there are others that are involve different ones. EAP based on reading and listening skills which lead the students to develop their ability of performing act in target situation. (p.24).

Analysis of learning needs: Hutchinson and Water (1987) clarified that ESP focuses on how the students act in target situation , what they need to perform effectively ? this is based on learning process and what the learners exactly need to achieve. So, in this case many students use some materials to read in their domains to help themselves reach that end. (p.25).

English for General Academic Purposes (EGAP) and English for Specific Purposes (ESAP) : EGAP reflects to teaching common- language and skills to all branches whereas ESAP reflects to teaching specific features that distinct one branch from the other.

2.3.2 English for Occupational Purposes

English for Occupational Purposes related to English of administration, medicine, law, etc. it is taught to the students who are working in the same field in order to make them good communicators.

English for Business Purposes is considered as a part of English for Occupational Purposes. It involves a lot of English language because it has a big category. Also, English for Vocational Purposes is divided into two subcategories: vocational English which concerns with the language of training for specific occupation. Pre- vocational English concerns with finding job/work and interview skills.

Trends in English for Occupational Purposes:

The use specific material to teach grammar and vocabulary in the work to make workers of the same field good communicators.

2.4 Characteristics of ESP learners

Harding (2007) claims that there are two categories of ESP learners that are those who have already worked in their specialist or at advanced stage of their training and those who are pre-work and who are probably be younger (for example, 16-18), and where it can not be expected that they have much detailed knowledge of their specialism. The first groups of those learners are characterized by:

First, for ESP learners, communicating effectively in certain field is considered as the main aim which motivates them to learn English language.

Second, also discovering the other skills has reinforced the learners to learn English language.

Third, ESP learners are often a failure communicator of language because they focus on learning specific language.

Fourth, ESP learners who are in the same class have different level of English.

Fifth, in addition to these characteristics, ESP learners who study different subjects but belong to the same field can study in the same class. (pp.8-9).

2.5 Note-taking in ESP

Note-taking is considered as complex process because it goes through stages.

First, at the first stage, the listener or reader must understand the information that s/he is receiving. This implies that note-taking involves listening and reading skills and the type of material that may be presented by the students refers to the level of comprehension and the purpose that s/he set.

Second, at the second stage, the listener or reader selects the relevant information and neglect the irrelevant ones. In other words, the students choose the important points. Means that the listener or reader do not write every word that s/he hear or read it, but they select words and use simple language including symbols and abbreviation to facilitate comprehension.

Third, at the third stage, the student writes his/her notes which can help them to revise for the exam and to communicate effectively in target situation.

Conclusion

English for Specific Purposes is considered as an important process in teaching English as foreign language, because it assists the learners to get what they intend to learn. It is characterized by designing course basing on the learners' needs. For this reason, the teachers adopt this effective process in order to help them to design appropriate course to the appropriate learners.

Practical part

Chapter Three:

**The questionnaire, the interview
and analysis of their results**

Chapter Three: Questionnaire, interview and the analysis of their results

The students' questionnaire

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3.1 The students' questionnaire

Introduction

In order to obtain more information about note-taking and its effects on ESP learners' outcomes, this part deals with the questionnaire and analysis of its results which aim to investigate deeply in this subject.

3.1.1 Method

The descriptive method is a means which we use to analyse the questionnaire results.

3.1.2 The sample

The sample of this study includes 30 second year Business students from faculty of Business, Economic sciences and management at Ouargla University.

3.1.3 Administration of the questionnaire

The questionnaire was given to male and female business learners, their age between 20 and 23 years. Because of strike and examination, we have faced problems in gathering the total number of the learners. In general, although there was difficulty in finding the appropriate number of the learners, however those who received the questionnaire were very helpful.

3.1.4 Description of the questionnaire

The questionnaire contains introduction to give brief idea about the subject and 15 questions. Those questions divided into 13 direct questions (yes/no) and 2 indirect questions which require the personal opinion.

3.1.5 The finding of questionnaire

This questionnaire aims to discover what are the Effects of Note-Taking on ESP learners' outcomes.

3.1.6 Analysis of the questionnaire' s results

Q01: Do you take notes during English course?

	Number	Rate
Yes	29	97%
No	01	03%
Total	30	100%

Table 01: Taking notes during English course

As we show in table 01, the majority of the learners (97%) say that, they take notes during lecture because it helps them to understand, remember and getting much information about particular subject. In contrast, few of them (03%) say the opposite.

Q02: Do you set a purpose before taking notes?

	Number	Rate
Yes	29	97%
No	01	03%
Total	30	100%

Table 02: The Importance of setting purposes

The table 02 shows that the majority of the learners (97%) whether male or female say that they set a purpose before taking notes because it helps them to select the appropriate source which assists them to achieve their needs. Whereas, few of them (03%) say the opposite.

Q03: Do you read and take notes before attending class?

	Number	Rate
Yes	10	33%
No	20	67%
Total	30	100%

Table 03: Preparation for lecture.

As show in table 03, (67%) don't read and take notes before attending class because they can not distinguish between the main points that should included in lesson but few of them say the opposite.

Q04: Do you record every word you hear or read?

	Number	Rate
Yes	09	30%
No	21	70%
Total	30	100%

Table 04: The way of recording notes

Through table 04, It seems that the majority of learners don't record every word they read or hear. Because, they take and write the appropriate notes which help them to get the whole idea about the subject while few of them (30%) do not do the same.

Q05: Do you summarize your notes in clear sentences?

	Number	Rate
Yes	19	63%
No	11	37%
Total	30	100%

Table 05: The summary of notes

In the table 05, most of learners (63%) stated that they summarize their notes in clear sentences because it helps them to appreciate the whole lecture, while few of them disagree with this point.

Q06: Do you organize your notes after lecture?

	Number	Rate
Yes	21	70%
No	09	30%
Total	30	100%

Table 06: The Importance of organizing notes after lectures

The table 06, demonstrates that the majority of learners (70%) organize their notes after lecture because it helps them to revise. while the minority of them do not do the same.

Q07: Do you ask questions for clarification at the end of the lecture?

	Number	Rate
Yes	21	70%
No	09	30%
Total	30	100%

Table 07: The role of question in clarifying the ambiguous

The table 07 reveals that most of learners (70%) ask questions at the end of lecture in order to understand what seems ambiguous. Whereas, the others (30%) see that it is not necessary.

Q08: Do you exchange your notes with your classmates?

	Number	Rate
Yes	25	83%
No	05	17%
Total	30	100%

Table 08: The usefulness of exchanging notes

In the table 08, the majority of learners (83%) exchange notes with classmates in order to get the whole lesson. While, few of them (17%)do not think so.

Q09: Do you review your notes after each lecture?

	Number	Rate
Yes	15	50%
No	15	50%
Total	30	100%

Table 09: The usefulness of reviewing notes.

As we show in table 09, some of learners (50%) review their notes after each lecture because it assists them to remember without referring to the original source. While, the others (50%) do not do the same.

Q10: Do you use symbols and abbreviation while taking notes?

	Number	Rate
Yes	28	93%
No	02	07%
Total	30	100%

Table 10: The use symbols and abbreviation

The result in question 10 assumed that most of the learners (93%) use symbols and abbreviation while taking notes in order to save time and get huge number of information in short time. Whereas, few of them (07%) do not use them at all.

Q11: What type of symbols and abbreviation do you use while taking notes?

	Number	rate
Field symbols and abbreviation	09	30%
Personal symbols and abbreviation	08	27%
Both of them	11	33%
None	02	7%
Total	30	100%

Table 11: The use of field and personal symbols and abbreviation

Through table 11, one can see that the majority of learners (33%) use both field and personal symbols, some of them (30%) use field symbols and abbreviation, some of

the others (27%) use personal symbols and abbreviation and few of them (07%) do not use them at all.

Q12: In which way do you write your notes?

	Number	Rate
Linear method	20	67%
Branching method	10	33%
Total	30	100%

Table 12: The way of writing notes

The table 12 shows that most of the learners (67%) take linear method to write their notes because it assists them to organize their ideas, while few of them (33%) use branching method to link between the subject and its content.

Q13: Do you think that note-taking is the ideal way to understand a lecture?

	Number	Rate
Yes	27	90%
No	03	10%
Total	30	100%

Table 13: The helpness of note-taking in understanding lecture

The results of question 12 confirm that most of the learners (90%) believe that note-taking is an ideal way to understand lecture because it helps them to reach the end whereas, few of them (10%) disagree with this idea.

Q14: Do you think that note-taking can assist you to prepare for the exam?

	Number	Rate
Yes	27	90%
No	03	10%
Total	30	100%

Table 14: The assistance of note-taking in preparation of the exam

As we show in table 14, the majority of the learners (97%) think that note-taking is a good way to prepare for the exam because it helps them to get good results while few of them (10%) do not think so.

Q15: Do you think that note-taking in business English course make you a good writer?

	Number	Rate
Yes	27	90%
No	03	10%
Total	30	100%

Table 15: The importance of note-taking in improving the learners' writing skills

In the table 15, it was shown that the majority of the learners (90%) think that note-taking in business English course is a good technique to know the techniques of writing skills whereas, few of them (10%) see the opposite.

Conclusion

The aim of this study is to investigate the Effects of Note-taking on ESP learners' outcomes. The case of the Second year Business Students at Ouargla University.

The results of the questionnaire show that the majority of the learners in Q1and Q2 stated that they attend class take notes and set a purpose before taking notes.

In Q3, most of the learners claimed that they do not read and take notes before attending class while in Q4, Q5 and Q6, the majority of the learners do not write every word they hear or read during the lecture but they record the important points, summarize and organize them in clear sentences.

The results of Q7 clarified that for many learners, asking question at the end of lecture helps learners to comprehend what seems ambiguous.

Also, the Q8 and Q9 reveal that exchanging and reviewing notes benefit learners to remember without back to original source.

Q10, Q11 and Q12 demonstrate that majority of the learners write their notes in linear way with the use symbols and abbreviation while taking notes.

The last results of Q13, Q14 and Q15 confirm that the majority of the learners think that note-taking is so important because it helps them to understand discourse, prepare for the exam and make them to be good writers.

3.2 The students' interview

Introduction

To investigate deeply the Effects of Note-Taking on ESP learners' outcomes, we have discussed with business learners in order to reveal more about note-taking and its effects on ESP learners' outcomes.

3.2.1 Method

The argumentative method is used as a means to analyse the results of the interview.

3.2.2 The sample

The sample of this study includes 10 Second year Business students from Ouargla University.

3.2.3 The administration of the interview

We have discussed with the learners in the period of 2nd term exam. Hence, we found difficulties in gathering the suitable number of the learners. In general, we have communicated with some learners in the library and some of them in the classroom. The discussion took 50 minutes and those who were discussed with us were very helpful.

3.2.4 Description of Interview

The interview includes an introduction and 08 questions. These questions are divided into two parts, 05 yes/no questions and 03 questions involve the appropriate answer.

3.2.5 Analysis of the interview' s results

Q1: Do you study English?

The answer of this question assumed that all the learners of business stated that they are studying English language in their field because it enables them to communicate effectively with foreigner business men and women. So, teaching English for business learners is considered as significant part in teaching which makes the learners good communicators.

Q2: Do you take notes during English course?

According to the learners of business, all of them say that they take notes during English course because note-taking is regarded as ideal way to understand English course, and no one say the opposite. So, note-taking is a good way which motivates the learners to know more about the other culture.

Q3: Do you face problems when you are taking notes during English course? If yes, what are they?

Most of the learners say that they face problems when they are taking notes as mispronunciation of the teacher, misunderstanding of some words and how to link between the topic and subtopics. For these reasons, they do not get good notes.

Q4: Do you summarize your notes?

Some of the learners say that they summarize their notes in order to help them to revise whereas, others say the opposite. According to these who are summarizing their notes, summarizing notes is an important process in taking notes because it assists them to get the whole idea about particular subject.

Q5: Which method do you use when you are taking notes?

The majority of the learners use the linear method when they are writing their notes because it makes them relate between the subject and its elements, while few of them use branching way. Generally, the use of both methods is helpful to the learners.

Q6: When you are taking notes, do you use symbols and abbreviation?

The majority of the learners stated that they use symbols and abbreviation while taking notes in order to get huge number of information in short time while few of them don't use them.

Q7: Do you think that note-taking helps you to understand what the teacher or writer intends to convey?

All the learners think that note-taking is an ideal way of understanding what the teacher or writer intends to convey. So, the learners take notes while lecture or reading books in order to achieve what they need to learn.

Q8: So, what is the importance of note-taking?

Each student has his/her own answer but, they agree on that note-taking helps them to understand, get huge number of important information, remember and prepare for the exam to get good results.

Conclusion

In general, it seems that in Q1 and Q2, all learners of business study English and take notes during English course. According to them, English is considered as an international language that should be taught.

In Q3 and Q4, the results show that all learners of business face problems when they are taking notes during English course but some of them try to summarize their notes to avoid these problems.

Q5 and Q6 proved that the majority of learners use linear method to write their notes with the use of symbols and abbreviation which assist them to get the whole ideas briefly.

In Q7 and Q8, the results discovered that all the learners stated that note-taking is so important because it assists them to understand, remember, and get good outcomes. And during doing this interview, we have noticed that some learners are interested and some of them were not interested because they were in the exam.

3.3 The teachers' interview

Introduction

To discover the Effects of Note-Taking on ESP learners' outcomes, we have discussed with some ESP teachers in order to give more details about note-taking and its effects on ESP learners' outcomes.

3.3.1 Method

The descriptive method is used as means to analyse the results of an interview.

3.3.2 Sample

The sample of this study includes 5 ESP teachers from different faculties at Ouargla University.

3.3.3 Administration of the interview

The interview has done in period of 2nd term examination in the staff room during 30 minutes. Because there were exams and make up sessions, we have faced problems in finding the total number of the teachers. But, those who received us were very kind.

3.3.4 Description of Interview

The interview includes a short introduction to give sign to the subject with 06 questions: 04 questions are closed-ended and 02 are open-ended which involves the personal opinion.

3.3.5 The interview analysis results

Q1: What do you teach exactly?

The answers of this question are differed from one another because each teacher is teaching English for direct aim.

Q2: During lecture, do you give handouts to your learners or oblige them to take notes?

Some of the teachers give handouts to their learners and some of them oblige their learners to take notes during lecture, depending on the nature of the subject.

Q3: When your learners are taking notes, do they get good results?

Most teachers claimed that when their learners are taking notes, they get good results because note-taking is an ideal way to understand what they want to convey.

Q4-5: Do you think that note-taking affect on the results of learners? If yes, how?

The majority of the teachers think that note-taking affect on the learners' results because, when they take notes in good way, they will get good results and the opposite.

Q6: In general, could you tell us what is the importance of note-taking in ESP course?

At the end, all the teachers say that note-taking in ESP course is so important because it helps their learners to understand, learn how to organize what they have learnt before, acquire new vocabularies and check them by themselves.

Conclusion

This interview aims to clarify the Effects of Note-Taking on ESP learners' outcomes.

In Q1, all the teachers who received us are ESP teachers. They are teaching English for Specific Purposes in order to make their learners good communicators in target situations.

In Q2, some of ESP teachers give handouts to their learners and some of them oblige them to take notes. Concerning these who oblige their learners to take notes, they stated that note-taking is a good way of understanding a discourse.

InQ3, most of the teachers say that the good results of the learners reflect a good way of note-taking and the contrast.

InQ4 and Q5, all the teachers state that note-taking affect ESP learners' outcomes because, if the learners take good notes, they will be good communicators.

Finally, in Q6, all the teachers confirm that note-taking has played an effective role in the development of ESP learners because it makes them good communicators.

Recommendation

The aim of this study is to identify note-taking and effects on ESP learners outcomes. The results of students' questionnaire and interview, and teachers' interview confirm that note-taking is so significant in ESP course, because it motivates the learners to improve their skills and achieve their needs.

General conclusion

The purpose of this study is to show the Effects of Note-Taking on ESP learners' outcomes. First year business students are taken as sample to carry out the investigation.

The first chapter dealt with Note-Taking and its importance on development of ESP learners' skills and the second chapter shows the significant of teaching and learning English for Specific Purposes. So, note-taking plays an effective role in ESP course because it helps ESP learners to improve other skills.

Moreover, the results of questionnaire and interview confirm that: Note-Taking helps ESP learners to understand and get good results, develops their comprehension and achieves their needs.

At the end, one can say that Note-Taking is so significant for ESP learners because it assists them to be good communicators.

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Appendices

Appendix one

Kasdi Merbah University – Ouargla

Faculty of Letters and Foreign Languages

Department of Foreign Languages

English Section

The students' questionnaire

Dear students,

We are investigating the Effects of Note-Taking on ESP learners' outcomes. Your honest answers to the following questions would be great help to us. Fill in the box then put a cross (x) in the appropriate answer.

Name(optional)
Educational Level
Specialty
Gender
Age

1-Do you take notes during English course?

Yes

No

2- Do you set a purpose before taking notes?

Yes

No

3-Do you read and take notes before attending class?

Yes

No

4-Do you record every word you hear or read?

Yes

No

5-Do you summarize your notes in clear sentences?

Yes

No

6-Do you organize your notes after lecture?

Yes

No

7- Do you ask questions for clarification at the end of lecture?

Yes

No

8- Do you exchange your notes with your classmates?

Yes

No

9-Do you review your notes after each lecture?

Yes

No

10- Do you use symbols and abbreviation while taking notes?

Yes

No

11- What type of symbols and abbreviations do you use while take notes?

1- Field symbols and abbreviation.

2- Personal Symbols and Abbreviation.

3- Both of them.

12- In which way do you organize your notes?

1- Linear method.

2- Branching method

13- Do you think that Note-Taking can assist you to prepare for the exam?

Yes

No

14- Do you think that Note-Taking is the ideal way to understand a lecture?

Yes

No

15- Do you think that Note-Taking in Business English course make you a good writer?

Yes

No

Thanks

Appendix two

Kasdi Merbah University – Ouargla

Faculty of Letters and Foreign Languages

Department of Foreign Languages

English Section

The students' interview

A: Do you study English?

B:.....

A: Do you take notes during English course?

B:.....

A: Do you face problems when you are taking notes during English course?. If yes, what are they?

B:.....

A: Which method do you use when you are taking notes?

B:.....

A: Do you use symbols and abbreviation while taking notes?

B:.....

A: Do you think that note-taking helps you to understand what the teacher or writer intends to say?

B:.....

A: So, what is the importance of notes-taking?

B:.....

Appendix three

Kasdi Merbah University – Ouargla

Faculty of Letters and Foreign Languages

Department of Foreign Languages

English Section

Teachers' interview

Dear teachers,

This interview concerns Note-Taking and its effects on ESP learners' outcomes.

A: Firstly, do you teach English for specific purposes?

B:

A: What do you teach exactly?

B:

A: During the lecture, do you give a handout to your students or oblige them to take notes?

B:

A: When your students are taking notes, do they get good results in exam?

B:

A: Do you think that note-taking affect on the results of the learner? If yes, how?

B:.....

A: In general, could you tell me what is the importance of note-taking in ESP course?

B:

A: Thank you very much for your corporation ?

Abstract

The aim of this study is to investigate the Effects of note-taking on ESP learners' outcomes. It is carried out the case of second year business students at the faculty of Business, Economic sciences and Management at Ouargla University. This dissertation divides into two parts: the theoretical part and practical. The theoretical part contains two chapters which are Note-Taking and English for Specific Purposes. The first chapter deals with definition of note-taking, functions, purposes, types, methods, requirements, and how to take notes. The second chapter deals with definition of English for Specific Purposes, its characteristics, classification of ESP, characteristics of ESP learner, and Note-taking in ESP. And the practical part includes the chapter of the questionnaire and interview with their analysis which confirm that Note-Taking helps ESP learner to understand and get good results, develops their comprehension, and achieves their needs.

Key words: Note-Taking, English for Specific Purposes.

المخلص

إن الهدف من هذه الدراسة هو التعرف على آثار تدوين الملاحظات على نتائج متعلمي الإنجليزية للأهداف الخاصة ويتم ذلك بدراسة حالة طلبة سنة الثانية تجارة بكلية العلوم الإقتصادية والتجارية وعلوم التسيير بجامعة ورقلة . تنقسم هذه الأطروحة إلى قسمين : الجانب النظري والجانب التطبيقي ويحتوي الجانب النظري على فصلين ، يتضمن الفصل الأول على تعريف تدوين الملاحظات ، أنواعها ، أساليبها ، احتياجاتها وكيفية تدوين الملاحظات ، أما الفصل الثاني يتناول تعريف الإنجليزية للأهداف الخاصة ، خصائصها ، أصنافها وخصائص متعلم الإنجليزية للأهداف الخاصة وكيفية تدوين الملاحظات في محاضرات الإنجليزية للأهداف الخاصة. أما الجانب التطبيقي فيحتوي تحليل نتائج استبيان ومقابلة الطلبة والأساتذة والتي أكدت لنا أن تدوين الملاحظات يساعد المتعلم على تطوير المهارات وتحقيق احتياجاتهم

الكلمات المفتاحية : تدوين الملاحظات ، الإنجليزية لأهداف خاصة .