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**An Investigation into the Effects of PowerPoint Presentation Use on
EFL Student's Effective Note Taking Skill and Attitudes.
The case of EFL Master one students at M'sila university**

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Abstract

Recently, the use of PowerPoint presentations in classroom instruction has significantly spread especially at University level. In this regard, the aim of our study is to investigate the impact of using PowerPoint presentations on both EFL students' note-taking skills, and their attitudes. In order to answer the research questions raised in this study and achieve the objectives, a survey was conducted. The main instruments used were: An observation conducted with Master One Linguistics & literature students in their classrooms, a questionnaire designed for the students, and an interview addressed to teachers. The sample of the population was a number of 43 students randomly selected and 10 teachers from the University of M'sila. The results revealed that the overuse of PowerPoint presentations in the classrooms can have a negative effect on students' note-taking skills and their attitudes towards lectures at the University of M'sila. For that, this study recommends for a careful use of PowerPoint when teaching.

Key words: not taken, attitude, PowerPoint .

DEDICATION

Albert CAMU said that “your successes and happiness are forgiven only if you generously consent to share them” .

Accordingly, I dedicate this work to everyone who supported me, helped me, and was always by my side.

Firstly, I dedicate my dissertation work to my dear family, my source of strength .for the soul of my hero, ZEGHLACHE Nouredine who I dedicate this work, My courageous Gladiator, Mother, MRS ZEGHLACHE Sana, My brothers’ Alae eddine’ Bahae Eddine and my beautiful Diva ‘Amani’ who have never left my side, and whom are very special to me.

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Dedication

This dissertation is dedicated to :

The one who always helped me to find my strength, to persevere and endure the obstacles of life. To the hero of my life my Mother

I will never take for granted, how greatly I have been blessed for when it comes to : Father and Husband; for their love, care, and understanding.

My dear family, without exceptions, thank you for the unconditioned support you have always given me.

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List of Abbreviation

Cmaps : Concept Maps

EFL : English as Foreign Language

ELT : English Learning and Teaching

ESL : English as a Second Language

FL : Foreign Language

L1 : First Language

L2 : Second Language

LLA : Language Learning Attitudes

M1 : Master One

M2 : Master Two

PPPs : PowerPoint Presentations

SPSS : Statistical Package for the Social Sciences

TEFL : Teaching English as a Foreign Language

PP : Power Point

ATT : attitude

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General introduction

General introduction

Recently, the use of technology had globally spread out in different fields. It is entwined in almost every part of our life style. It affects how we live, work , play, and most importantly, how we learn (Mareco, 2017). One aspect of this technological spread, is he that occurred at the level of learning, since PowerPoint is among the common tools that are used specifically in higher education classes as a multimedia aid for the sake of developing learning.

In this regard, Amare (as cited in Zhwan Dalshad Abdullah ; zidah Bit Abu Ziden ; Khalid Ismail Mustafa , 2015) stated that PowerPoint Presentation (PPP) was developed to improve learning by providing the means to develop presentations that are more structured and interesting to audience. Moreover, Szabo and Hastings (2000) , and Lowry (as cited in Allan M Jones, 2003) outlined that” PowerPoint (© Microsoft Corp) is a widely used presentation programme that originated in the world of business but has now become common place in the world of educational technology.

However , its use is far from controversial in this educational context and opinions as to its use range from highly supportive to significantly negative. PowerPoint can have negative effects on students performances and achievements (Khoury and Mattar,2012). Thus , students are still striving to take notes while teachers are presenting their slides which cause them to write rapidly, make mistakes, and miss the essential information or lose concentration (young,2014) reports that when professors provide their PowerPoint slides before the class, attendance suffers. To overcome these deficiencies. This situation, that teachers may unconsciously, not give importance to, has a great effect on learners especially on their academic performance

Many research studies have examined the effects of PowerPoint on student’s learning and attitudes (e.g., Nowaczka et al. 1998; McInnes et al. 1995; Bulter & Mautz 1996; Nouri & Shahid, 2005), but only few studies investigated the effect of providing notes when PowerPoint is used . Indeed, teachers are using PP without the examination of the effects they may have on students’ learning (Brill and Galloway,2007) precisely their note- taking skill which is may regarded as a crucial skill to help students become independent and could endow them with more self-confidence that would appear in their academic achievement

This has incited and motivated us, as researchers, to think of an investigation about how to find solutions to the effects of PPT on students’ attitudes and note- taking and to find out about the students’ attitudes and perceptions of the use of PP. Hence, our work will mainly discuss our thesis statement that reads PPPs have a negative effect on Students’ note- taking and attitudes which will be treated in this work.

1. Statement of the problem

Although note taking is a difficult skill, it is very important for students' academic performance. However, many learners find difficulties taking notes from the screen while the instructor is explaining the lesson. As a result, too much dependence on PP makes students lazy because when it comes to tests and /or exams, they come back to those slides to pick out the information they need, such phenomena is both time and effort consuming as revealed by a small scale pilot study and observation conducted with master one student, department of English at the University of M'sila in the first semester of the academic year 2018/2019

This in fact, poses a very problematic question for teachers who use PP as a multimedia aid in their classes to improve their teaching performance without taking into consideration its effects on their students' attitudes.

2. Research Questions

In accordance with the stated problem, this study stands to answer the following questions :

1. What are EFL teachers' and students perceptions about the use of PPP?
2. What are EFL students perceptions about note taking skills?
3. How can PPP use affect EFL students' note –taking from the point of view of teachers and students?
4. What are EFL students attitudes towards the use of PPP ?

3. Research Hypotheses

1. Both EFL teachers' and students may hold wrong perceptions about the use of PPP?
2. EFL students hold wrong perceptions about note-taking skills.
3. PowerPoint tool reduces the willingness to take notes
4. Students hold negative attitudes towards the use of PowerPoint presentation.

4. Objectives of the study

The main objectives that this study aims to fulfill are:

- To find out solutions to the effects of PowerPoint Presentation use on students' attitudes and note- taking.
- To investigate about the students' attitudes and perceptions of the use of PowerPoint.

5. Significance of the study

The findings of this study will be of great benefits to both teachers and learners. Teachers will get aware of their own deficiencies in using PowerPoint, especially if it is not well geared to the common benefits of their students. Students will have a chance to consolidate the way they should take notes and adapt themselves to the different uses of PowerPoint. Hence, they will be aware of their future own preparations of courses using PowerPoint and reconsider this with their learners' attitudes.

6. Research Methodology

In this exploratory study, the descriptive exploratory method is used and data are analyzed quantitatively and qualitatively. A triangulation of research tools are used in collecting data in order to reach the objectives of this study. These tools are a questionnaire designed for students, an observation with M1 linguistic and Literature students in their classrooms, and an interview designed for the teachers. In addition to students' questionnaire distributed on Master one students' of English at the university of M'sila After gathering data, the results were processed using the SPSS (Statistical Package for the Social Sciences) version20.

This study went through three steps: The first step is the observation phase . which was conducted while lectures are presented with PowerPoint and traditionally. In the second phase, the questionnaire was administered with Master One EFL students to investigate the effect of PowerPoint on their note-taking skill, and the different views of students at M'sila University concerning their attitudes towards the use of PowerPoint during classes. The third step comes with an investigation of teachers' awareness concerning the use of PPT in their teaching , and their learners use of note –taking strategies through an interview.

7. Study Structure

This research work starts with a general introduction to the thesis. It contains the statement of the problem, the research questions along with hypotheses, as well as the objectives and the significance of the research. Add to the research method and design

The theoretical part includes one chapter (i.e. Literature Review) which comprehends a selective literature relevant to the study, and the significance of researches related to our topic. The literature review is divided into three sections: The first section tackles the topic of multimedia as a presentation tool ,and presents relevant information concerning PowerPoint as a teaching aid . The second section introduces the different methods of note-taking, and section three is devoted to language learning attitudes. It includes definitions , the importance of LLA ,its components , attitudes and motivatin,and language learning attitudes measurement.

The practical part includes one chapter. This chapter is divided into two main parts. First, Research Methodology and Design, describes the methodology followed to collect data. It includes the instruments, as well as the population and sample of this research. This phase is carried out through three main tools: questionnaires distributed to M1 Linguistic and Literature students, an observation with M1 students, and an interview for teachers. Second, Discussion and Findings ,is devoted to the analysis of data collected by the different research tools. It depicts the responses of the participants about the issues of the research. Then, giving an in-depth and detailed idea about the effects of PowerPoint Presentation on EFL students' effective note-taking and attitudes, along with some recommendations.

Finally, the conclusion constitutes the closing phase of our investigation. It summarizes the overall results and concludes the thesis.

8. Key terms definitions

Notes can be defined as short condensations of a source material that are generated by writing them down while simultaneously listening, studying, or observing. Their function is to gather information distributed in a lecture, a book or in any other situation that needs

to be remembered. In other words, notes are external memories whose content is more or less explicit (Hartley, 1976; Kiewra, 1989; Kiewra & Frank, 1988; Kiewra, DuBois, Christensen, Kim, & Lindberg, 1989).

PowerPoint visual is a device that projects computer output onto a white or silver fabric screen that is wall, ceiling or tripod mounted. It is widely used in classrooms and auditoriums for instruction and slide presentations.

Strategy : a detailed plan for achieving success in situations such as war, politics ,business, sport, etc. ;or the skill of planning for such situations instruction and slide presentations.

Attitudes “A mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related ” (Alport ,1935,p. 810).

Introduction

In recent years, the use of multimedia in education has rapidly increased. They are regularly used by teachers and students, for a variety of tasks from computer aided learning to word processing and E-mail communication. The concept of multimedia is defined in many ways. Most of the definitions agree on the fact that multimedia contains texts, graphics, animations, video and sound integrating with the content so that it can be structured and presented. Multimedia presentations tends to offer sufficient benefits such as increasing student motivation in which lectures are perceived as more interesting and informative.

Raising understanding and retention because often complex ideas cannot be easily explained using only text and graphics since electronic presentations can easily form the basis of ancillary support material, by allowing students to explore lecture material in more depth.

This section provides a review of the literature deemed relevant to our research objectives. This includes a brief overview of the variables of this research. It includes relevant information about PowerPoint, note-taking , as well as the concepts of attitudes

Part One: PowerPoint Presentation Use

PowerPoint has become enormously famous and widely used in education. Learning to present with PowerPoint will increase one's employability as it is the world's most popular presentational software. It is considered as the most known tool if not method used in academic lecturing by both teachers and students to present content of their lectures or presentations (Zouar,2015.) Used well, PowerPoint can improve the clarity of presentations and help to illustrate messages and engagement of the audience.

Definition of PowerPoint

Power Point is a presentation program that is first appeared in the world of business as part of the Microsoft Office suite that developed through time to be used in the world of educational technology and to become the world's most widely used presentation program in the field of education. Technically, PowerPoint is regarded as the most efficient way to design and present visual aids to students. According to the online Oxford dictionary, "*PowerPoint is a software package designed to create electronic presentations consisting of a series of separate pages or slides*" (www.oxforddictionaries.com)

Brief History about the use of PowerPoint

PowerPoint was developed by Dennis Austin and Thomas Rudkin at Forethought Inc. and renamed as PowerPoint in 1987. In August of 1987, Microsoft bought Forethought for \$14 million and turned it into its graphics business unit where the company continued to develop the software. Knoblauch Hubert stated that "*Microsoft acquired Gaskin's Forethought for \$14 million in August 1987*" (2013, p.31).

The PowerPoint program witnessed many changes and developments from its birth until today. It was first launched together with Windows 3.0 in 1990. It permitted slide change in one direction - forward - and the number of customization was fairly limited. Then, PowerPoint knew a very important change in PowerPoint 97, which added predefined transition effects and allowed the user to time them appropriately so that slides would transition automatically. In such respect, Knoblauch Hubert stated that “*from 1997 it (PowerPoint) included animated slide transition, automatic layouts, clip files...*” (2013, p.33). After that, “*PowerPoint 2000 introduced a clipboard that could hold multiple objects at once, and the Office Assistant was made less intrusive*” Swartz (2003).

PowerPoint 2002 was widely adjusted and modernized the animation engine, allowing users to create more advanced and custom animations. According to Gaskin (2009, np), “*PowerPoint was being used over 500 million people worldwide, with over 30 million PowerPoint presentations made every day*” (cited in Knoblauch Hubert, 2013, p.33-34). Therefore, “*in 2003, the revenues of Microsoft accounted for \$ 1 billion*” (Knoblauch Hubert, 2013, p.33). Finally, PowerPoint 2011 allows its users to remove image backgrounds, and provides additional special effects for pictures, such as 'Pencil effects'. In fact, PowerPoint 2011, according to Johnson Steve (2013), “*provides a variety of different formatting options- such as Pencil Sketch...*” (p.171). There are many other versions of Microsoft PowerPoint (e.g. PowerPoint 2013 and PowerPoint 2016). Each year, the last version of PowerPoint is overhauled and evolved to fit with the world's technological developments and changes.

Advantages of PowerPoint Presentations Use

PPPs give access to unlimited benefits and advantages for both teachers and students. Initially, PowerPoint slides are clear to see even if there is a large number of audience, and permits the creation of high-quality presentations with stunning graphics. Herolson Alexander (2015) argues that “*presentations can be made special adding amazing visual effects with images, sounds and videos*” .Thus, PowerPoint attracts the audience's attention and focus on the idea through its use of illustrations, audio and video materials. Actually, Sebok argued that “*...PowerPoint slides can have movement to direct the audience's attention to the point being made*” (2013, p.410).

Furthermore, PowerPoint is easy and rapid. Tufte (2003, p.184) stated that PowerPoint is “*three times faster than a presenter can talk*” (cited in Knoblauch Hubert, 2013, p.42). One can easily shift between the slides in the presentation with a simple key stroke .in addition to that, PowerPoint is well-structured, systematic, and can manage simplifying complicated messages to accessible information in formed attractive headlines and titles. Which are a good basis for the presenter and remind him of the main points of presentation, and provide a clear framework for the audience in order to have a clear idea in mind. Wlodkowski & Ginsberg (2010) stated that “*PowerPoint... can clarify, illustrate and organize complex materials...*” (p.36).

Moreover, PowerPoint can be used to perform many actions, such as writing texts, customizing changes, inserting charts and graphics... etc. The PowerPoint slides are totally

customizable to fit one's needs. Herolson Alexander stated that *“it (PowerPoint) comes with templates in over 40 categories where the user will be sure to find one suits their needs”* (2015)

Due to PowerPoint, it is now easy to develop a colourful and attractive design by using the standard templates and themes.

Finally, PowerPoint allows its users to share the presentation and information with individuals who were unable to attend the original presentation. Therefore, for Coombs Norman, *“the ability to deliver content in multiple modes means that no learner group needs to be excluded”* (2010, p.59). Indeed, now, people can post their works to the websites such as YouTube with everything featured in it including each detail, commentary and transitions, and make it accessible to other people. Coombs Norman argued that *“PowerPoint can be made accessible online in a variety of formats ...that can be accessed or downloaded”* (2010, p.6).

Disadvantages of PowerPoint Presentations Use

On the other hand, PowerPoint however does have some drawbacks and weaknesses. Firstly, it is very crucial to highlight that PowerPoint can be quite complicated and difficult to use and even the simple ones require some habit formation. Failures in a PowerPoint presentation are a very common phenomenon. Zimmerman (2013) claimed that *“even the best-planned and practiced presentation can fail”* (p.43). True, the program sometimes does not work as expected; for example, during a presentation, in case of inconsistent media or software conflicts and memory space barriers, student cannot use another computer or laptop to run his presentation.

Moreover, sometimes, students tend to oversimplify their presentations. Tufte (2003, p.158) stated that *“the cognitive style harms the quality of thought for the producers and consumers of presentations”* (cited in Knoblauch Hubert, 2013, p.42). Due to its linear nature, PowerPoint obliges the presenter to insert a series of complex subjects and contents into a set of bullet items that are too weak and simple to support decision-making or show the complexity of an issue. Keller (2003, p.2) argued that *“...a complicated nuanced issue invariably is reduced to headings and bullets”* (cited in Knoblauch Hubert, 2013, p.39).

One more common situation in using PowerPoint is that users tend to focus more on the medium rather than on the idea. In other words, many people give endless attention to design the appearance and the look of the presentation on the expense of the information and knowledge to be conveyed and preparing a significant content. That is, if a PowerPoint presentation contains too many animations and sound effects, it can distract the audience from the actual information in the presentation and shoves the message aside. Gross Davis Barbara (2009) claimed that *“students tend to be satisfied with the presentations, but the impact on student learning is mixed”* (p.453).

The most important phenomenon, in the field of education, the biggest common weaknesses of PowerPoint use include boredom and Monotonous slides. Long texts on the slides, the over use of slide transitions and too much animation destroy the learners'

understanding, thus their interest to the presentation. Therefore, *“If there are too many lines in a slide, when projecting, students may soon feel tired or disappointed when they find it is difficult to follow the instructor”*(Xingeng and Jianxiang, 2012, p.63).

Moreover, a huge range of information are presented too fast .That is, if there are too many lines in a slide, when projecting, the audience may soon feel tired or disappointed especially whenever they find it difficult to follow the presenter. Kerr Cherie stated that *‘PowerPoint slide or video segment...when we get too intellectual...too in depth...we slowly strangle the show. And you know what that means: the audience feels choked and soon they’re unconscious* (2001, p.27). Then, PowerPoint empowers student with a false sense of security because they believe than all content is on the slides which causes learners passivity since they do not take sufficient notes during lecture and rely on its electronic copy that will be published later on.

PowerPoint is widely used across the world .So it is worthwhile learning to use it. It can be a powerful tool in creating clear, well structured presentations that have a strong visual impact. However, over-use or misuse can detract from the presentation

Part Two: Note-taking

1. Definition of Note- Taking

It is to record and capture the essence of information using many cognitive resources. Moreover, recording the main points of information from another source, such as an oral discussion, lectures, books, and other sources in a systematic way. Range.E (2014) stated that *“ Taking notes is little like making a sandwich, you have to gather the bread and ingredients first, then you arrange them in the right order to make a tasty snack.”*. In other words, learners have to gather the information in a way that makes sense to them, and choose the appropriate method that suits their needs.

2. The Purpose of Note Taking

Note-taking is the practice of writing down or recording useful information, and identifying key points within it. Taking notes helps the learner to maintain a permanent record of what they have seen or listened to. It acts as a summary of the main points of what you see, hear, or read. In addition a number of writers like Cotlrel (2003), Sinfield and Burns (2003), Peter and Turner(2004) provide similar reasons for writing and taking notes:

- Notes are an essential record where the information came from (for referencing purposes).
- They are an aid to memory. If you summarize in your own words, this can help you to remember the subject better, particularly in exams.
- Notes are useful for future revision purposes, particularly in preparation for exams or writing assignments.
- Notes also can help you to concentrate on the lecture or reading; the note writing process can help you overcome distraction and can encourage the learner to become more active rather than passive.

3. Note Taking Strategies

Taking effective notes during class is an important task in the learning process. Over the years, professors and learning experts (Piolat, Olive, & Kellogg, 2005; Bohay, Blakely, Tamplin, & Radvansk,2011) have suggested different note-taking strategies and style to help learners organize their notes and information. Essentially, note -taking strategies are divided into three main types. Below is a summary of the various note-taking strategies; Linear notes, Visual / Pattern note and voice notes.

Linear notes

A series of headings and sub-headings (topics and sub-topics) is the basis of this strategy. Heading and sub-headings can be differentiated by indentation, dashes, or bullet points. (Piolat et al, 2005) claimed that linear notes are the typical outline format. They are those that summarize information, use sentences, half-sentences, abbreviations, or write the main points heard or read. Moreover, they are able to glean the information learners need from their outline. (See Appendix 01)

Linear notes can be done while:

- Reading a piece of writing
- Listening to a lecture
- Listening to class discussions
- Organizing thoughts

The Cornell Strategy

The Cornell strategy is considered to be part of the linear notes. Walter Pauk, from “*How to study in college*” (2014), stated that the Cornell method is not a method of taking, and recording random notes; it is more a system for organizing the notes into an effective study guide. This method promotes active learning and critical thinking. In addition, he argued that the Cornell method or the five R’s method, provides a systematic format for organizing notes without laborious recopying. There are five stages involved in the Cornell note-taking method (Pauk, 2014):

Stage 1: RECORD

This stage demands drawing a vertical line about 2 ½ inches from the left edge of the paper. The left column is the recall column which the learner leaves blank until Stage 2. The right column is the largest column drawn on the paper where the learner will record important information from the lecture. It can be both an outline or paragraph format. Also, it may include illustrations, diagrams, and questions/answers provided by the professor during the lecture.

Stage 2: REDUCE

Write key words and phrases in the recall column to summarize the main points of the lecture. Use as few words as possible. Include questions that help to clarify meaning, reveal relationships, establish continuity and strengthen memory. Writing of questions sets up a

perfect stage for exam- studying later. Finally, learners will summarize the lecture in their own words. This summary is another way of reviewing and critically thinking about what has been learned. Preparing summaries in the learners' own words helps them identify what they know and understand.

Stage 3: RECITE

During this stage, learners cover their notes and reform them in their own words. They cover up the right-hand column where notes are recorded and key words and phrases are used in the recall column to trigger the learners' memory. In this column, learners can find answers to the questions, ideas, or facts indicated by the cue words in the left column. Learners can do another review of the lecture notes if there is any difficulty recalling the information successfully.

Stage 4: REFLECT

After reviewing and reciting the notes, learners reread the notes and think about them. They read the text to supplement and clarify those notes. They use the text and lecture notes to discover the causes and effects of issues, relate concepts, and define terms. At the end, learners make generalizations and draw conclusions, and write a brief summary of the entire lecture.

Stage 5: REVIEW

Pauk (2014) argued that the final stage reveals a brief review of the notes for several times a week to retain what has been learned. "Distributed review" results in a repetition of the information, which keeps it fresh in the memory and decreases the chances of forgetting the information. (See Appendix 02)

The SQ3R Strategy

The SQ3R method is another popular strategy part of linear notes. It is based on five steps and must be done in the correct sequence for the best results. This approach is primarily for reading textbooks, but it can be used for classroom discussing. From: (Learning skills, Note-taking skills, P.136).

1. **Survey:** It means to scan the written material. It is a quick review that should reveal the general content and structure of the concepts. Scan the headings, sub-headings, topic sentences, graphics, and pictures. This will provide a clear image and overview of the information to be covered.
2. **Question:** Develop questions concerning what the materials are about.
3. **Read:** Read all the materials carefully and try to find answer for the questions that were developed.
4. **Recite:** Learners should reform the notes in their own words.

5. **Review:** Learners should periodically review their notes to keep the information fresh in their mind.

Symbols and Abbreviation

Abbreviations and symbols are also part of the linear notes. It is important to use them especially in case students do not write fast enough to get the information received. Wallace(1984) indicated that «' this strategy can save a lot of valuable time'». Learners should avoid the counterproductive effect of using vague abbreviations and symbols that they would not be able to understand later. Learners should be aware in the use of this aid for a quick note- taking. (See Appendix 03)

Visual / Pattern notes

Visual thinking is a learning style where the learner better understands and retains information when ideas, words and concepts are associated with images. A research shows that the majority of students in a regular classroom need to see information in order to learn it. Taking notes in written form is the strategy most commonly used by students for learning information whatever the class, course or grade level is. The main idea of the visual notes is about transforming ideas into visual communication. (What is Visual Thinking and Visual Learning) (April 03, 2019). From: <http://www.inspiration.com>).

Mind Maps

A mind map is a combination of words and images. It helps in recording, memorizing, and connecting the information in a visually expressive manner. Buzan (1991) suggested to use at least three colours, symbols, and codes to represent ideas easily. To produce a map it is necessary to start on the center of the page with a key word that presents an idea from which main ideas flow.(See Appendix 04)

Concept Maps

A concept map or conceptual diagram is a diagram that depicts suggested relationships between concepts. It is a tool that instructional designers, technical writers, engineers, and others use to present Knowledge in an organized and structural manner. Map (See Appendix 05). The difference between Mind maps and Concept maps is that a Mind has a radial structure while the Concept map has a tree structure with many branches and clusters. Mind map focus on one concept while concept map connects multiple concepts or ideas.

Fishbone diagram

Fishbone diagrams, or 'Ishikawa diagrams', created by Professor Kaoru Ishikawa (1968), those diagrams are shaped like a fish-bone. They are useful for analyzing and illustrating causes and effects in any situation. The problem is identified (tip of arrow) and side bone are added. (See Appendix 06)

Two-Column Visual Notes

A page of two-column notes consists of a vertical line down a page with a horizontal line at the top, as shown in (Appendix 07). The vertical line is drawn about 1/3 of the way from the left hand side of the paper. The main ideas are on the left and associated key details are on the right. The heading or topic is listed at the top above the horizontal line.

Voice Notes

Students, with good listening capacities, are good voice notes takers. They involve the use of some devices such as voice-recorder, Dictaphone to record key ideas. Voice notes help learners to concentrate on what is heard as it assist them to summarize the critical ideas in their own words .The tapes recorder can be replayed in many situations e.g. listen while driving or walking ,travelling, or setting somewhere.

Conclusion

Note-taking remains an integral part of the learning process. It is not simply described in terms of a pen, a paper, and a couple of ears. Even though strategies of note-taking may be taught by instructors, students should be aware of the various strategies, and select the one that suits their abilities and their needs. This awareness will make students well prepared for taking notes, and therefore, it will enhance their learning process and then their academic achievement. Although there are different note taking methods, but no one of them is proved to be perfect.

Part Three: Language Learning Attitudes

Allport (1935) refers to attitudes in its general sense as “the most distinctive and indispensable concept in the field of social psychology” (as cited in Alhamali, 2007, p.13). In fact, attitudes were a point of attraction for disciplines interested in human likes and dislikes such as; sociology, political science, economics, anthropology, and social and political philosophy (Ajzen, 2001), and have gained a noticeable amount of scholarly attention across social and behavioural sciences.

In the field of language learning, Zainol Abidin et al. (2012) claim that attitude is viewed as an important factor affecting the performance of language learners. For that reason, achievement in learning a new language does not only rely on the intellectual abilities by the learners, but also on their attitudes towards the process of learning the language. Similarly, Padwick (2010) associates to the intellectual perspective of the nature of language learning, the psychological and social aspects represented in learners’ motivation and attitude towards learning the target language.

Correspondingly, Gholaminejad, Moinszadeh, Youhanaee, and Ghobadirad (2013) claim that it is clear that positive language attitudes give learners positive orientation towards learning a FL, and enhance proficiency as well, and vice versa. Therefore, it can it say that

different attitudes learners hold towards different aspects related to language learning can influence the whole process of learning languages. These different attitudes, according to Gholaminejad et al. (2013) may include attitudes towards the self, the native language and the speakers of the language being learned.

Definition of Language Learning Attitudes

The attitude construct is one of the eldest and the most investigated constructs in social psychology. It is a widely defined concept. According to Alhamali (2007), it is not easy to define attitudes because the concept overlaps with other kinds of psychological concepts such as feelings, emotions and beliefs. Further, he notes that the lack of clarity with the term of attitude is a part of the difficulty in defining it. For example, words like attitude, belief, habit, opinion, perspective and motivation all seem to be used in the literature to mean attitudes. Besides, it is not always clear exactly how one researcher is using a particular word.

One of the widely quoted definition of attitudes, is the one of Allport (1935). According to him *“an attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related”* (as cited in Alhamali, 2007, p.7). This definition highlights the mental nature of attitudes; it raises the roles of experience in shaping them and points to their influence on behavior.

A decade after Allport’s definition, Schwarz & Bohner (2001) see that definitions of attitudes kept focusing on their lasting nature and their close relationship with individuals’ behaviour, and that definitions of attitudes were simply based on behaviour in specified situations. However, this view changed over subsequent decades, and the attitude concept was reduced to its evaluative component. According to Schwarz & Bohner, the new stance towards attitudes views them in terms of likes and dislikes.

Additionally, Gardner (1985) provides a definition to learners’ attitudes in general in which he states that language learning attitudes are *“individuals’ entire instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified emphasizes the emotional aspects of attitudes.*

Specifically, according to Encyclopaedia Dictionary of Applied Linguistics (1999) language learning attitudes are defined as *“attitudes to speakers of the L2, the country in which it is spoken, the classroom, the teacher, other learners, the nature of language learning, particular elements in the learning activities, tests and beliefs about learning in general”* (p.20).

The Importance of Language Learning Attitudes

Eaton and Visser (2008) view that attitudes are practically and theoretically important because they can have predictable and very strong influence on human behavior. Similarly, Ajzen (2001) claims that if attitudes serve different functions for the individual, they are likely to bias judgments and memory.

Moreover, a significant consideration was given to the study of attitudes as a way of understanding psychological phenomena, for example, Allport argues that the attitude concept was “the most distinctive and indispensable concept in contemporary American social psychology” (as cited in Schwarz & Bohner, 2001, p2) highlighting the amount of interest that was oriented to attitudes. In this way, Alhamali (2007) argues that attitudes can have a potential effect on behaviour in many domains.

Since attitudes affect behaviour, certainly they are central in every aspect of life.

According to Mostyn (1978):

“Attitude theory affects almost every facet of personal life and every field of Endeavour. Doctors are as concerned with how attitudes form and change as are teachers, business managers, law enforcement agents, social workers, journalists and advertising agents. Many areas of attitude research are wholly or partly concerned with broad social issues such as racial prejudice, preventive medicine, environmental problems or political behaviour.” (p.5)

Within education, attitudes are also considered as very important aspects. For instance, in the field of science education there are four broad areas, where attitudes were highly influential; “(a) Attitudes towards subjects being studied, (b) Attitudes towards study itself, (c) Attitudes towards the implications arising from themes being studied, (d) The so-called scientific attitude” (Reid, 2003 as cited in Alhamali, 2007, P.14).

In the field of language learning, early research on the relationship between attitudes and L2 achievement was launched by the work of Gardner and Lambert in the 1950s, and later by Schumann in 1975. Henceforth, different studies have stressed the paramount role of attitudes in L1, L2 and FL teaching and learning contexts (Finsh, 2008).

Furthermore, language learning attitudes are seen as an essential factor influencing language performance (Beaton & Visser, 2008). Attitudes are also believed to be determining factors to distinguish underachievement and accomplishment (Dehbozorgi, 2012). Therefore, they have an important role to play along with intellectual competence in achieving successful language learning (Zainol- Abidin et al., 2012).

More precisely, talking about the effect of attitudes on EFL learning, Spolsky (2000) states that the attitudes towards EFL hint at the learners' feelings, prejudice, or fears about it. Similarly, Achade (2002) and Karahan (2007) point to the impact attitudes have on the level of ESL learners achieved proficiency and success in learning a language. Moreover, Achade adds that these attitudes are affected by the success in learning English; positive attitudes can cause success while negative attitudes can cause failure.

As such, we can say that attitudes play a very crucial role in EFL as they can influence students' success or failure. Positive attitudes can have a primary motivating role in goal attainment for language learners. Negative attitudes, on the other hand, can impede language learning, since learners get those attitudes when they are not interested or have difficulties with the teacher (Ellis, 1994).

Components of Language Learning Attitudes

According to Gholaminejad et, al. (2013) attitudes are usually identified along the mentalist and behaviourist paradigms. Based on researchers claims in these approaches, attitudes have cognitive, affective and behavioural components. Accordingly, the Encyclopaedias of Psychology (2004) offers an attitudinal model that is discussed on the basis of these three factors; the cognitive component which involves beliefs or perceptions about the objects or situations related to the attitude, the affective component which refers to the feelings and emotions that one has towards an object, 'likes' or 'dislikes', 'with' or 'against', and the behavioural component that refers to learners particular learning behaviours related to particular attitudes.

Bartram (2010) discusses the same tripartite attitudinal structure stating that a sum of varying tensions may exist between these components. Beliefs about the importance of language learning may not, for example, translate into actual language learning behaviour, while a positive cognitive component may belie a negative affective component.

From another angle, Smith & Mackie (2007) give another classification .According to them, attitudes being defined as evaluations of objects are built of mental representations that can include “*Cognitive information*: What people know about an attitude object, *Affective information*: What people feel about an attitude object, and *Behavioural information*: Knowledge of interactions with the attitude object in the past, present, or future. Furthermore, the building blocks of attitudes are the affective information. The three components presented by Smith and Mackie (2007) are illustrated in Figure 08.

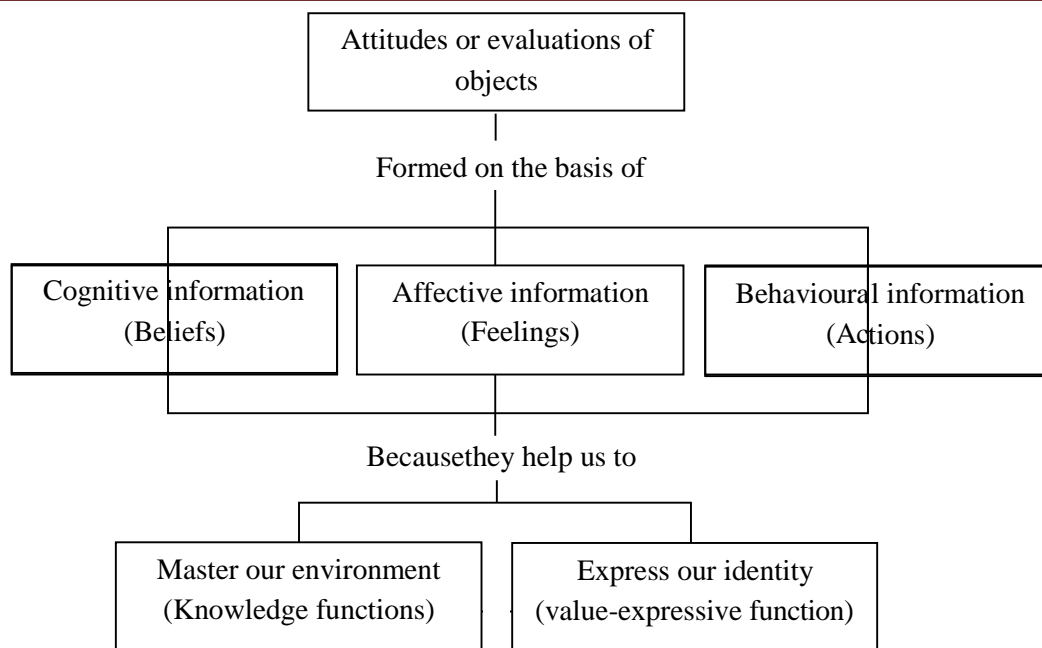


Figure 08: Schematic Representation of the Three Components of Attitudes (Eliot & Mackie, 2007)

Within the field of FL/L2 learning, attitudes are being considered in view of these three components. According to Zainol-Abidin (2012) the behavioural, cognitive and affective components are based on the three theoretical approaches of behaviourism, cognitivism and humanism respectively. Those aspects are summarized by Zinol- Abidin et al. as follows:

- ☑ The behavioural aspect which refers to the aspects of behavior which characterize the members of the target language community and which learners of that language are eager to adopt and acquire them to identify themselves with the target language native speakers.
- ☑ The cognitive aspect which involves the beliefs of the language learners about the knowledge that they receive and their understanding in the process of language learning.
- ☑ The emotional aspect which includes various emotional factors that exist in the course of teaching and learning a language and occupy an important position in effectiveness of learner and teacher' classroom activities.

Attitudes and Motivation

Attitudes and motivation are viewed as closely related to one another in the field of language learning. According to Oller (1979) "Attitudes are merely one of types of factors that give rise to motivation which eventually results in attainment of proficiency in a second language" (as cited in Tahaineh & Daana, 2013, p. 164). Similarly, Gardner (1985) states that "motivation...refers to the combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes toward learning the language"(as cited in Tahaineh & Daana, 2013, p. 164).

Accordingly, motivation and attitudes, are primarily related to actual classroom learning situations. They are very essential contributing factors in the L2/FL learning process. Gardner

and Lambert (1972) believes that L2/FL learning motivation is based on predispositions and personality characteristics such as the learner's attitudes towards different aspects related to the foreign language and its speakers plus attitudes towards the task of learning the language itself (Tahaineh & Daana, 2013).

Alhamali (2007) claims that being successful in FL acquisition depends, to a certain extent, on the individual's attitudes towards the other community. Moreover, the attitudes towards the FL community and the language learning situation are important factors underlying motivation. He believes that the acquisition of FL is a long and strong task that any concept of motivation must include an attitudinal foundation to maintain the motivation. As such, attitudes have a vital impact in language learning through their influence on motivation. As for Yu (2010), motivation and attitudes are usually investigated together. In addition, most of L2 language attitudes research has been broadly conducted within the framework of motivation.

Ellis (1997) claims that "motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn a second language" (p. 75). He also explains the construct of motivation in terms of two factors: learners' communicative needs, and their attitudes toward the FL community. To put it in another way, if learners have favourable attitudes toward the communicative values and speakers of the language, they could be more motivated to acquire proficiency in that language.

Language Learning Attitudes Measurement

According to Alhamali (2007), for attitude researchers, attitude measurement was a problem of a very importance and difficulty. The difficulty is viewed in the fact that attitude was defined as a "latent construct". Thus, any knowledge about attitude was the result of deductions made out of the measured responses. Yet, it is possible to define attitudes in terms of what is measured. According to Johnstone and Reid "attitudes are what attitude measuring devices actually measure" (as cited in Alhamali, 2007, p.27).

Since attitudes as Mental characteristics related to emotion, Gay, Geoffrey and Airasian (2012) suggest that attitudes are measured through an affective test or an attitude scale which is "an instrument that measures what an individual believes, perceives, or feels about self, others, activities, institutions, or situations" (p. 156). They suggested five main categories of scales widely used to measure attitudes: Likert scales, semantic differential scales, rating scales, Thurstone scales, and Guttman scales.

Houseini (2013) states that attitudes can be measured indirectly through measurements such as the Semantic Differential Techniques or directly using self-report questionnaires. Likewise, in an educational setting, the use of questionnaires and interviews seem to offer a convenient way to measure attitudes. Hence, this was the motive behind research tools selection in this study.

As it is shown above, motivation and attitudes have a sensitive role in the acquisition of second/ foreign language. According to Oller (1979) "*attitudes are merely one of types of factors that give rise to motivation which eventually results in attainment of proficiency in a*

second language" (p.138). Therefore, motivation and attitudes appear to determine the students' success or failure in learning any language.

The Impact of Using PowerPoint Instrument on Student's Effective Note-Taking and Attitudes

The present conduct builds on and contributes to the existing research in PP Presentation and effective note - taking and attitudes .In the face of Microsoft PP's increasing popularity in college campuses, its use recently has come under scrutiny. Tufte (2003), Cyphert (2004) and McDaniel & McDaniel (2005) claimed that PP and other presentation software have reduced the quality of presentations and represent poor pedagogy. Additionally, there are many reasons for universities to ban PowerPoint since it reduces learners' critical thinking due to the insufficiency of figures, abstracts, and tables to enhance reasoning skills. Furthermore, it does not provide students with enough time to enhance their writing which will affect their career later. (Shabber, 2018)

In academic contexts (secondary school and university), after several years of learning and practice, students develop specific conceptions of the functions of note-taking and its purposes (to concentrate, to record information), their content and structure (abbreviating procedures, structure of information, as well as to contextual factors (kind of course, style of the teacher, and how important information is signalled,) that mediate note- taking. (Badger, White, Sutherland, & Haggis, 2001; Dunkel & Davy, 1989; Van Meter, Yokoi, & Pressley, 1994). moreover," taking good notes and reviewing them later affects one's learning and success in a positive way. This is proved by a research that shows that students who take notes remember more material and can perform better on tests" (Stutts, Beverly, & Kelley, 2013).

Many scholars have raised many problematic about the reason behind not teaching note-taking skill in secondary schools and universities since note-taking is an important skill, many instructors believe that it should be taught in school (Bakunas & Holley, 2001; Eidson, 1984; Kiewra, 1987; Ornstein, 1994; Spires & Stone, 1989) (as cited in A. Majid Hayati,2009). According to Ornstein (1994) (as cited in A. Majid Hayati, 2009) , note-taking should be part of the curriculum. It is critical for learners to master note-taking for school, work, and life in general.

Unfortunately, student's notes are often inaccurate or incomplete, especially when recording diagrams, figures, equations, and other crucial material. (DeZure, Kaplan, & Deerman 2001; John stone & Su 1994) (as cited in Allison Boye , July 2012).

Moreover, researchers Butler and Mautz (1996) , Bushong (1998) (as cited in Nouri and Shahid , 2008) have examined whether technology in classroom presentations promotes a favourable attitude toward the instructor. Butler and Mautz (1996) found, based on one class period experiment, that students considered multimedia presentations entertaining. Butin the real context, learning through PowerPoint is quite slow and tiring .It is frittering away real talent and embargoing teachers to grow up more professionally. Teachers are not actors to give a temporary performance in the classroom; rather teaching is a constant process which requires hardworking and taking responsibility for delivering the results. This may affect

learners' creativity and critical thinking and more seriously, it may result a negative effect such as laziness. For that, and without any doubt, new presentation technologies like Prezi, Impress, or SlideRocket contain a lot useful features and are built on the concept of 3D and 4D animation, but they are not producing the expected results; and instead of real learning, students are facing the issues of boredom, lack of motivation and in some cases no learning at all.(shabeer.A,2018).

As a result, 'By using PowerPoint , teachers want to create monopoly over the students and they make them believe that the content prepared in the form of PowerPoint is authoritative and all-inclusive, so it should be regarded as the whole content or substitute to a book'.(shabeer.A,2018).

Conclusion

The next chapter is devoted for the practical part in which the suggested hypotheses are going to be tested, and the research questions seek for appropriate answers.

Introduction

The previous chapter tackled the theoretical background and related research on PowerPoint use, note-taking, and attitudes. Hence, setting the ground for the second chapter that is dedicated for the field study. Chapter two describes the research design, sampling techniques, and procedures the research has gone through in addition to the data analysis and discussion of results obtained. This chapter is constituted of two sections. The first section provides a full description of the methodology and procedures of the study. Primarily, it supplies the explanation of the overall research design. Thereafter, the pilot study, the sample, the setting, and the research tools. Finally, this is followed by the data description and procedures of data collection. Whereas, the second section deals with the analysis of the obtained data and the discussion of the results on the light of the related literature. To provide an answer to the research questions, a statistical analysis for each is fulfilled to present the results achieved from this study.

1. Research Methodology & Design

Parahoo (1997) describes a research design as “a plan that describes how, when and where data are to be collected and analyzed”(142). The aim of this research is to investigate the effect of PowerPoint presentation use on EFL student’s effective note-taking and attitudes. To achieve this purpose, certain methodological decisions were taken concerning the research method, research tools, selected sample and research setting that are explained in this first section.

Method

Since this study is an investigation that is intended to merely explore the effect of PowerPoint presentation use on EFL student’s effective note-taking and attitudes at M’sila University, it follows a descriptive exploratory research method. Exploratory research is defined by Burns and Groove (2001) as research conducted to gain new insights, discover new ideas, and for increasing knowledge of the phenomenon.

Setting and Participants

This study took place at the English language department at M’sila University, during the second semester of the academic year 2018/2019. It was conducted during the period from January, just after the first semester exams to June.

The targeted population of this study is Master 1 (M1) EFL students majoring in English Language at M’sila University; their average of ages is between 21-24 years old. They studied English for seven years before university both in middle and secondary education levels. There are many reasons behind selecting this population. First, M1 Linguistic and Literature students can, as adult learners, get most of information from lectures. Indeed, adult learners are mature and self-directed. They feel the need to take responsibility for their lives. This is why; it is important for them to have control over their learning. Moreover, they are cognitively well equipped to take on the challenge of higher

education. In other words, they developed the required skills for attending lectures such as: taking notes and listening. Furthermore, they are aware of using technology in their learning process. That is, adult students, contrary to young ones, are more responsible and conscious of the use of technology. Finally, Master one Linguistic and Literature class has the largest rate of teachers who use PowerPoint presentations in their lectures. In light of all these reasons, we find that M1 Linguistic and literature students fulfil all the conditions required to achieve the objectives of our study.

The Simple random Sampling technique is used in this study, hence, the lottery technique was applied and a number of 53 students were chosen from the whole number of M1 student. They were categorized as 23 females and 30 males aged between 21 and 24 years old. A number of 10 teachers were interviewed as well.

Participants were distributed according to the different stages of the study. First, ten (10) M1 students out of the selected sample were used for the piloting of the questionnaire in order to test its validity and reliability as well as its usability. While the rest 43 members were M1 students for the sake of investigating the effect of PPP use on EFL students' effective note-taking and attitudes.

Research Tools

A triangulation of research tools was adopted in this exploratory study. It mainly used three research tools; students questionnaire, an observation of students in their classroom while lectures are presented on the screen of PP projector and without it, and an interview with teachers to investigate their awareness of PPPs use. The following is a description of each research tool used in this study.

Students' Questionnaire

It is known that questionnaires are most used among educational researchers and professionals. There are many reasons behind choosing questionnaires to collect data from students. It has some advantages as a data collecting tool.

Description of The Students' questionnaire

The questionnaire of this study is designed to elicit participants' responses about their attitudes towards PPPs and its effects on their note-taking in foreign language lectures. The questionnaire is made up of 25 items divided into two parts. Part1 includes 17questions, few are open-ended questions, others are Yes/No questions, while, part 2 includes 8 statements in which students are asked to indicate the extent to which they agree or disagree with the item. In other words. The questions of Part II require respondents to indicate their attitude towards PowerPoint by responding to a 5 point agreement likert scale.

This questionnaire aims to fulfill certain objectives such as revealing the percentage of EFL teachers who use PP to present their lectures and whether students are for or against the use of PP in their classes in addition to finding out the percentage of students who take notes or not from slides . Among the main objectives of this questionnaire is to summarize some disadvantages that PP can have if used extensively in EFL classes such as decreasing note-taking as a skill and reliance on pictures , lack of motivation , and gradual absence of debates, interaction and discussion among learners . on the other hand; this questionnaire seeks to determine the general attitude students tend to hold toward PPPs, to test their creativity in designing their own PPPs, and finally , to establish learner's preferences between traditional lecturing and PP lecturing.

1.3.1.2 Piloting the questionnaire

Before using the questionnaire a piloting was conducted with 10 students. randomly selected from M2 Linguistic students at M'sila University, to analyze validity, reliability and usability of the students' questionnaire among the population of the study in terms of difficulty of the language and time allotted for the responses and if there are any irrelevant or repeated questions to be omitted . The pilot sample remarks were taken into consideration in order to reformulate some questions, to omit others which seemed to be repeated, and other questions which were completely irrelevant.

After the pilot study, comes the first stage of the main study, which is devoted to answer the research questions. The students Questionnaire was distributed to a random sample of 43 students

The observation

According to Marcus Aurelius “ *nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under the observation in life* “ The observation was conducted with M1 linguistic and Literature students when they were studying in their classrooms in which lectures varied between teaching traditionally and using PowerPoint program. Six (06) sessions were attended in different times. Four sessions were devoted for PowerPoint lecturing while two of them were for traditional lecturing. Consequently, a check-list came to existence , divided into two columns; lecturing with PP and traditional lecturing. The comparison had to be conducted since the differences were very obvious.

1.3.2.1 Piloting the Observation Checklists

Checklists were first tested with master two students –linguistics- in order to reach the common non-familiar situations and their frequencies, omit irrelevant statements in order to reach the final version of the observation checklists that was applied on M1 students .

Teachers' Interview

Since one of the objectives of this study is to investigate English language teachers awareness of the use of the PPPs, it was relevant to speak with them about their awareness regarding PPPs use and their effect on both learners' note-taking skill and attitudes. The interview is constituted of 08 questions that are both open/closed ended questions, divided into two parts. The first part tackles the perceptions and views of teachers and practices regarding the use of PPPs in their teaching whereas the second part deals with note-taking as a concept to be taught. This interview was oriented to 10 from 29 teachers of English at Msila University in different times.

The interview was developed after reading the literature related to PowerPoint use, discussion with supervisor, and the findings from the pilot study that was conducted before the main study to investigate the situation of PowerPoint s use among teachers in the department of M'sila.

Statistical Tools for Data Analysis

The used statistical tools in this study are the frequencies, the sample mean (\bar{x}), and the standard deviation .All statistical operations were conducted by using SPSS, version20 for Microsoft. To clarify things, the following definitions can illustrates these terms:

- The mean \bar{x} is the simple average of the number in a data set. The sample mean formula is:

$$\bar{x} = (\sum x_i) / n$$

Σ = means "add up"

x_i ="all of the x-values"

n = means "the number of items in the sample"

- The word deviation means how far from the normal the number is. The term Standard deviation refers to the measure which is used to quantify the amount variation or how spreads out numbers are. The formula to calculate the Standard deviation is:

Procedures

In this study, a triangulation of research tools was used. First step was piloting of both questionnaire and observation in order to test tools reliability and accuracy. Then, observation was conducted with M1 students at the university of M'sila in which a check list was used to make a comparison between traditional lecturing and PPPs lecturing. Finally , students received questionnaires to answer, during that teachers were invited to an interview about the effects of PP on students' note-taking and attitude.

In a nutshell, the present study's research design with all its components as well as the stages of investigation were determined by the research questions that sought to explore the

effect of PPP use on EFL student’s effective note-taking and attitudes. The coming section is devoted for the analysis and interpretation of the obtained data from different research tools.

2. Data Analysis and Interpretation

The data collected from different stages of the investigation were analyzed qualitatively and quantitatively. On one hand, qualitative data consisted of teachers’ interview and observation of students in their classrooms. On the other hand, quantitative data consisted of the students’ questionnaire. The data collected were processed using the SPSS, version 20 for Microsoft.

Data Analysis for Students’ Questionnaire

In this section, data obtained from the students’ questionnaire will be presented and analyzed using descriptive statistics.

Section One: PowerPoint Use and Note-taking (I 1 to I 20)

This section is devoted to analyze the students’ questionnaire findings about the effects of PP use on learner’s note-taking skill. The table below represent students’ responses on their teachers use of PP in classroom in order to reveal the percentage of teachers using PP in M’sila University.

Table 01 : Teachers ‘use of PowerPoint in the classroom

Item One: Do all teachers use PowerPoint in presenting their lectures?		
	Frequency	Percent
All of them	9	20,9
Most of them	32	74,4
Few of them	2	4,7
Total	43	100,0

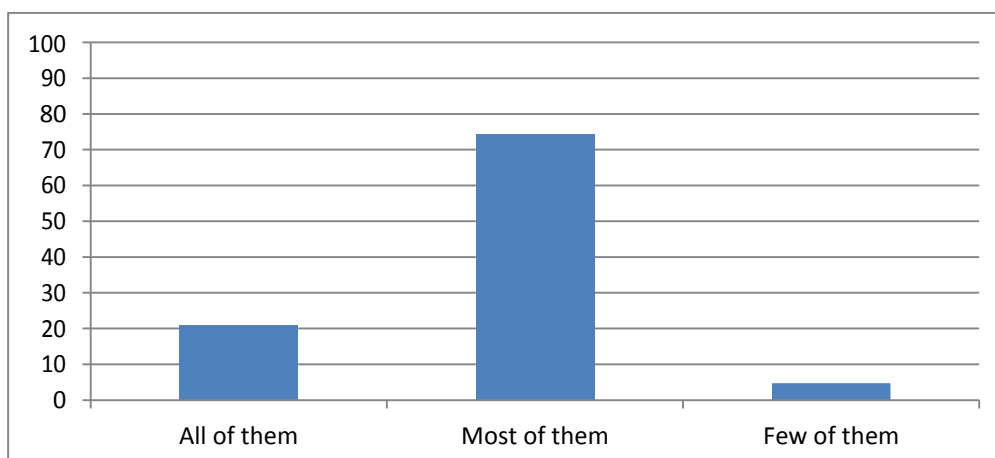


Figure 01: Teachers “use of PowerPoint in the classroom”

As illustrated in the Table 01 and Graph 1 the majority of the participants (74,4%) answered that most of their teachers use PowerPoint presentations when they are communicating their subject. The next table represents the time taken to start lecturing using PP in order to check if it time consuming or not.

Table 02 : Time taken to display the PowerPoint presentation

Item two: What is the time taking up to start a lecture using PowerPoint?		
	Frequency	Percent
from 2 to 3ms	3	7,0
from 5 to 10ms	9	20,9
from 10 to 15ms	15	34,9
more than 15ms	16	37,2
Total	43	100,0

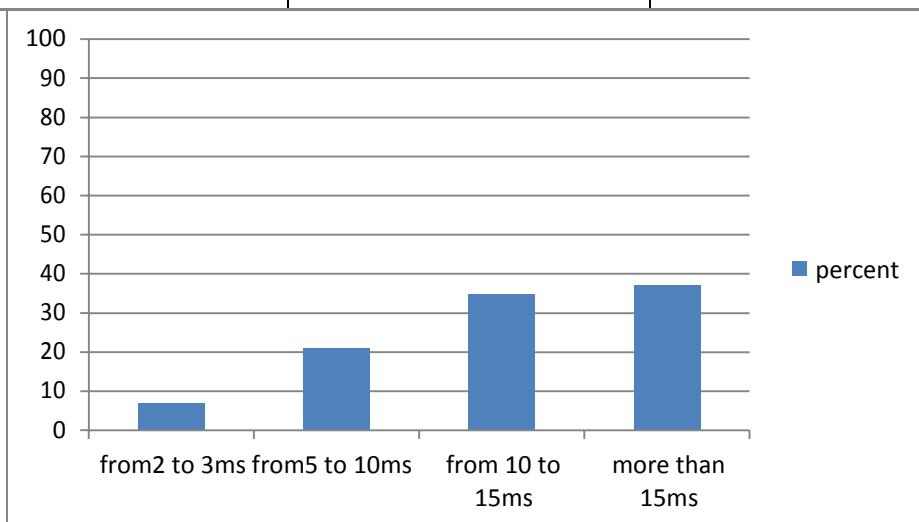


Figure 02: Time taken to display the PowerPoint presentation

From the Table 2 and the Chart 2 mentioned above, one can see that most M1 students' answers (34,9 % -37,2%) concerning the time taken to display the Power Point is from 15mn and above. This indicates that PowerPoint use is time consuming. The next table represent students answers about the time taken to move from one slide to another.

Table 03 : Time taken to move from one slide to another

Item 03 : What is the time taken to move from one slide to another?		
	Frequency	Percent
by the end of the explanation	25	58,1
very few time	15	34,9
no time at all	3	7,0
Total	43	100,0

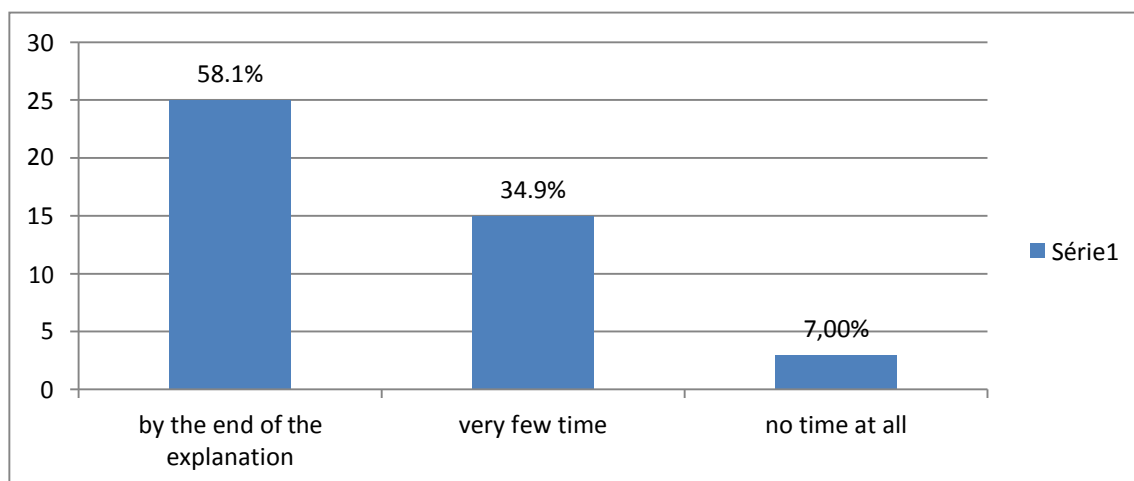


Figure 03: the time taken to start a lecture using PP

Results of table 3 and figure 3 show that about (58%) of the participants answered that slides move by the end of the explanation while (34,9%) of them said that teachers move in a very few time between the slides, and just (7,0%) of students said that there is no time at all. This indicates that slides may cause students’ distraction between following either the slides or the teacher or giving priority to teacher’s information or those which are presented on the screen. The next table present the data to discover whether students are taking notes or not and the reason behind not taking them.

Table 04 : Students’ agreement on taking notes from the slides

Item 04 : Do you take notes from the slides ? if no, explain		
	Frequency	Percent
Yes	12	27,9
No	31	72,1
Total	43	100

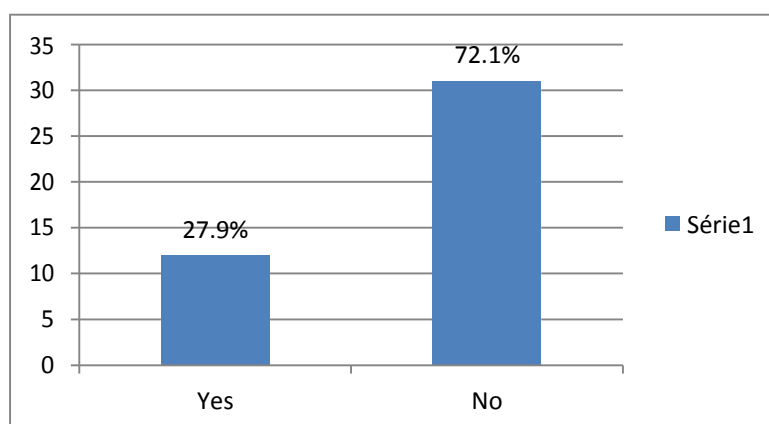


Figure 04: Students’ agreement on taking notes from the slides

It can be seen from the table 4 and the graph 4 that the number of students who do not take notes are 31 from 43 students. The reason behind this was in their answers “*we just take pictures*”. They argued that “*slides are heavy and overloaded that we cannot select what to write*” while others said “*we do not have enough time and chances to take notes*” and others stated “*we take notes only if the teacher asks and indicates that lectures will not be published*” while very few said that it depends on the nature of the lecture and the lecturer him/herself. The following table explains the classroom environment while using PPPs

Table 05: The classroom environment when PowerPoint is used

Item 05 : What is the Classroom environment using PowerPoint like ?		
	Frequency	Percent
very motivated	2	4,7
fairly motivated	19	44,2
Unmotivated	22	51,2
Total	43	100,0

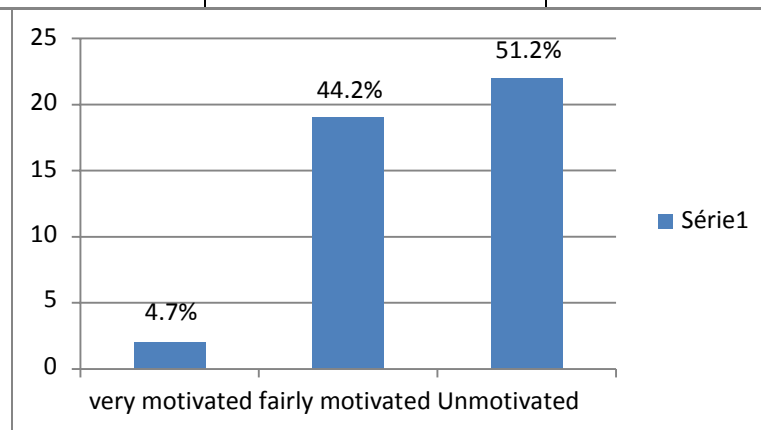


Figure 05: The classroom environment when PowerPoint is used

It is clear that from table(05) and graph(05) that 51,2 % of students find the classroom environment unmotivated when PowerPoint is used whereas 44,2 % see that it is rather fairly motivated, and just about 4 % said that it is highly motivated. These results indicate that most the participants think that using PPP is not motivating. Their common answers indicate their strong negative attitude towards the use PPP and express the large absence of motivation during a PPP based class. The next table presents a comparison between PPPs and traditional lecturing .

Table 06: A comparison between PPPs and traditional lecturing

Item 06 : I understand better when teachers explain lectures using blackboard and body language instead of reading everything from slides.		
	Frequency	Percent
Yes	42	97,7
No	1	2,3
Total	43	100,0

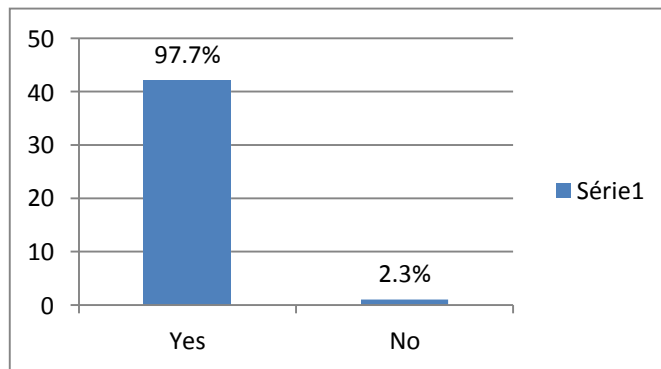


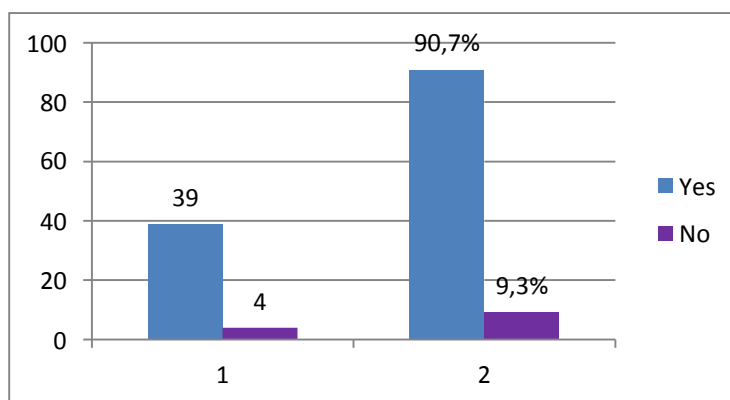
Figure 06:A comparison between PPPs and traditional lecturing

It is clear from the table 6 figure 6 above that approximately the whole sample (97,7 %)of students understand better when lectures are delivered traditionally. This is explained in the following table in which almost the students (90,7%) claimed that with the absence of PowerPoint we have opportunity to raise a debate, discuss and interact with the teacher.

Table 07 : The opportunity to raise a debate without PPPs

Item : I have the opportunity to raise a debate while traditional lecturing More tha PPP's		
	Frequency	Percent
Yes	39	90,7
No	4	9,3
Total	43	100,0

Figure 07: The opportunity to raise a debate without PPPs



The table 7 and graph 7 revealed that (90.7%) of the participants feel more free to raise a debate and to discuss without PP while only (9.3 %) disagree with them. Which means PPPs can be an obstacle for students to express themselves more freely. The next table tackle the type of slides preferred by students and the reason behind their preferences.

Table 08 : Types of preferred slides

Item 08 : Do you prefer slides overloaded with details or with only headlines?		
	Frequency	Percent
detailed and full slides	11	25,6
slides with headlines	32	74,4
Total	43	100,0

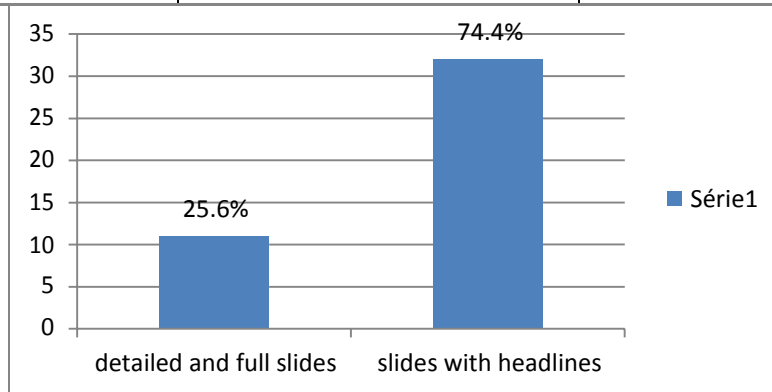


Figure 08 :Types of preferred slides

Table 08 and graph 8 show that 74,4 % of students prefer slides with headlines from which the instructor starts to extend the information presented to sub-details while just 25,6 % of students consider that detailed and full slides are good for them.. the coming table shows the frequency of students performing presentations using PP.

Table 09 : Students’ presentation using PowerPoint

Item 09: Do you perform presentations using PowerPoint reformulate this question seems like a question for teachers		
	Frequency	Percent
Only few Presentations	37	86,0
we do not present at all	6	14,0
Total	43	100,0

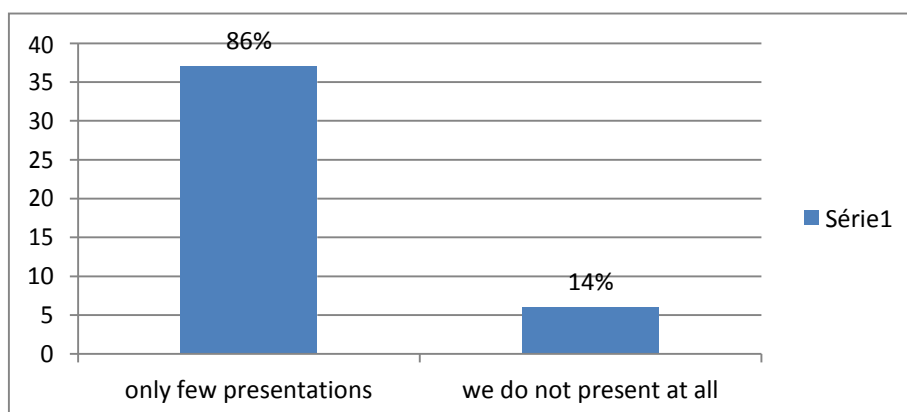


Figure 09 : Students’ presentation using PowerPoint

Table9 and the graph9 above show that 86 % of the participants said that they have only few chances to present lectures using PowerPoint. On the other hand 14 % of them answered that they do not present at all. Hence, we can say that PPPs are rarely used by students.

Table 10 : The impact of PowerPoint on students’ note-taking skills. The next table presents students opinions about the effects of PPPs on their note-taking skill

Item 10 : Does PowerPoint increase or decrease your note-taking skills		
	Frequency	Percent
Increase	8	18,6
Decrease	35	81,4
Total	43	100,0

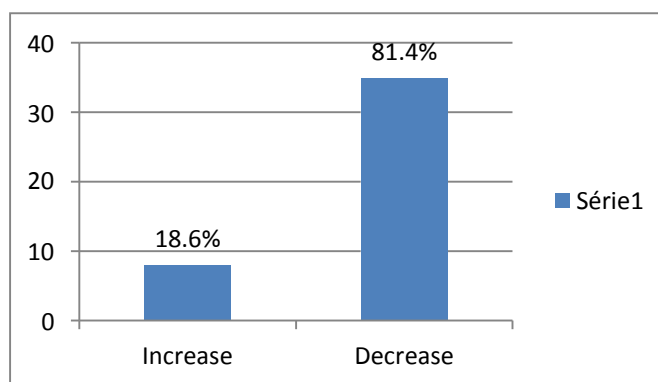


Figure 10: The impact of PowerPoint on students’ note-taking skills

What is remarkable in the table 10 and graph 10 is the highest awareness of participants about PowerPoint misuse; about 81 % of students think that PowerPoint presentations decrease their note-taking skills. These answers are supported by the previous responses where they said that they only take pictures. The coming table shows teachers reaction in case of technical problem to set percentage of teachers interference in such cases of technical problem

Table 11: Teacher’s interference in case a technical problem .

Item 11 : In case of technical problem, does your teacher interfere using a plan ‘B’ or he / she just wait till the problem is fixed?		
	Frequency	Percent
teacher's interference	35	81,4
wait till the problem is fixed	8	18,6
Total	43	100,0

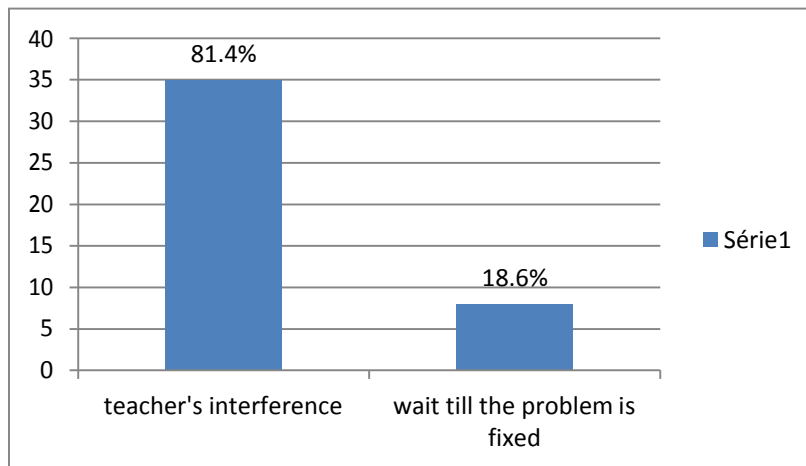


Figure 11 : teachers' interference in case of technical problem

As illustrated above in table 11 and graph (11) . 35participants (81,4 %) from 43 one answered that their teachers interfere when a technical problem happens while just 8 (18,6 %) participants said that teachers do not change the plan ,and wait till the problem is fixed. That is to say, even though teachers are able to present lectures traditionally, some of them are fully dependable on PowerPoint. The table below represents learners understanding of their notes taken while PPPs .

Table 12 : Students' understanding of notes taken from PPPs

Item 12 : I always understand notes taken through PowerPoint presentation		
	Frequency	Percent
Yes	5	11.6
No	38	88.4
Total	43	100,0

Figure 12: PPP's impact on learners' note taking

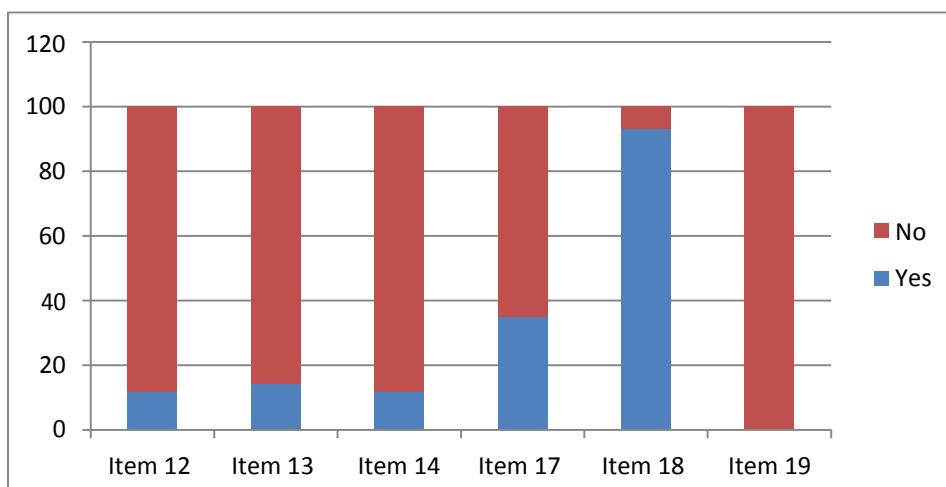


Table 12 and graph 12 indicate that the insufficient knowledge of how to take notes is the biggest problem faced by M1 students with (88,4 %). What comes next is about the

instructor's lecture speed. The participants claimed that sometimes slides are overloaded and move too fast. For that reason they struggle to understand their notes. The next table explains if students draw diagrams in their notes or not to discover whether they are using a strategy in their note-taking or just randomly.

Table 13 : Drawing diagrams from PPP slides

Item 13 : I draw diagrams in my notes from PowerPoint Slides		
	Frequency	Percent
Yes	6	14
No	37	86
Total	43	100,0

As noticed above from table 13 and graph 12, the majority of the participants (86 %) do not design their notes from PPP in a form of diagrams. This indicates that students cannot summarize and synthesize what is presented on the screen and their notes are taken in a random manner. The table below demonstrate students' satisfaction about their notes

Table 14 : students satisfaction of their notes taken from PPPs

Item 14 : Have you ever wished that you had written better notes from presentations ?		
	Frequency	Percent
Yes	5	11,6
No	38	88,4
Total	43	100,0

Both table (14) and figure 12 above show that only few students(11,6 4 %) are satisfied with the note they take from PPPs while approximately the whole participants (88,4 %) are not. This can be confirmed by the previous answers when they said their notes are understood. The next table demonstrate for how long students store their notes which can be the authentic reason behind taking notes from first place.

Table 15: the purpose behind students storing and taking their notes

Item 15: How long do you store your notes for?		
	Frequency	Percent
For future use	08	18,6
For exams	35	81,4
Total	43	100,0

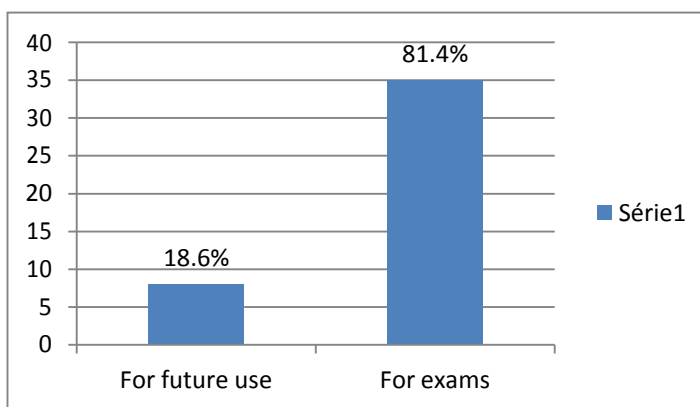


Figure 15: students' reason behind storing notes

As it is demonstrated in table 15 and figure 15 , most of the participants (81,4%) ensured that they take notes for their exams whereas only (18,6%) said that their notes are stored for future use .these responses indicate that students' notes are temporary and thereafter useless. The table below present common note taking strategies in which students are suppose to select the strategy they use .

Table 16 : Students' use of note-taking strategies

Item 16. From the following note-taking strategies, which one do you use ?		
	Frequency	Percent
Linear notes	0	0
Cornell notes	0	0
Mind map	0	0
T-chart	0	0
Fish-bone	0	0
Total	43	100,0

In the table 16 and figure 12 no one of the whole participants could cite at list one strategy he / she uses when taking notes. This confirms that students unawareness about these strategies, and even they may use some of them, still, they cannot label them. The next table present students preferences between taking notes or just downloading lectures online.

Table 17 : Lectures downloaded online

Item 17 : Most of the times, I do not bother myself in taking notes and I just download the lectures online.		
	Frequency	Percent
Yes	40	93,1
No	3	6,9
Total	43	100,0

What is remarkable is the great number (93,1%) of those who confirmed that they download lectures online rather than taking notes from the slides. This can be interpreted as a new developed habit of students .Or they do not give importance to notes taken in class which is a serious problem. The coming table reveals if students have been taught note-taking as skill before or not in their whole career

Table 18 : Teaching note-taking in classroom

Item 18: Have you ever received any instruction on note-taking in your academic career ?		
	Frequency	Percent
Yes	0	00,0
No	43	100,0
Total	43	100,0

The table(18) and the graph (12) above show that students (100%) have never been taught any instruction on note-taking skills .These responses confirms that students’ poor notes are due to, from one hand, the lack of training and practice.

2.2.Section Two: Students’ Attitudes towards PPT Use

This section was devoted as explained earlier to probe students’ attitudes toward the use of PPP in lectures. Responses were coded and scores for each item were measured then processed using the Mean and the standard deviation. Using the mean value of items scores, attitudes levels were divided into three levels; positive, average and negative. Table 21 below displays the attitudes levels intervals.

Table19: Attitudes level

Interval	Attitude level
1 - 2,33	Negative attitude
2.33 - 3,66	Average attitude
3.66 – 5	Positive attitude

From table19 above it is clear that items means ranging from 1 to 2.33 indicate a negative attitude, items means ranging from 2.33 to 3.66 indicate average attitude and items means that range from 3.66 up to a value of 5 indicate a positive attitude towards the use of PPPs. These values where used to analyse data displayed on table 22 below

The following table contains data obtained from the questionnaire after being analyzed and processed through SPSS program at aim of investigating students attitude towards PowerPoint

Table 20: Students Attitudes towards PPT Use organized according to their Means

	N	Min	Max	Mean	Std. D
4. I am very creative in designing and presenting my work with PP	43	1	5	2,40	1,29
2. The use of PowerPoint is a waste of time	43	1	5	2,02	,98
1. PowerPoint creates boredom in the classroom	43	1	4	1,81	,88
3. I enjoy sessions with PowerPoint	43	1	4	1,79	,94
7. Power point should be used extensively and all the time'	43	1	4	1,53	,77
5. power point makes me lazy in taking notes, I just picture the screen with my Smartphone	43	1	5	1,49	,98
6. as a future university teacher , i would use PowerPoint the same way my teachers are using now'	43	1	4	1,47	,73
7. traditional lecturing helps me to grasp more information'	43	1	4	1,26	,58

Analyzing the means of each attitudes item and comparing them to the mean values intervals, can reveal that item 4 that is concerned with creativity when using PPP reflects students' average weak attitude. Comparing the other items means to the intervals it seems that the values of item2, 3,1,7;5, 6 and 8 that ranged from 2.02 as a highest value to 1.26 as a lowest one, and that are all lower than 2.33 we ca, say that al these items reflect a negative attitude held by all participants toward the aspects related to the use of PPP in class. To confirm this finding, detailed analysis of frequencies was conducted. The following table displays frequencies of answers of each item

Table 21: students attitudes towards PPPs

Items	SA	A	N	D	SD
1. PowerPoint creates boredom in the classroom	39,5	48,8	2,3	9,3	00
2. The use of PowerPoint is a waste of time	30,2	51,2	7,0	9,3	2,3
3. I enjoy sessions with PowerPoint	00	11,6	00	44,2	44,2
4. I am very creative in designing and presenting my work with PP	7,0	16,3	18,6	25,6	32,6

5. power point makes me lazy in taking notes, I just picture the screen with my Smartphone	72,1	18,6	00	7,0	2,3
6. Power point should be used extensively and all the time'	79,1	18,6	00	2,3	00
7. traditional lecturing helps me to grasp more information'	00	4,7	2,3	34,9	58,1
8. as a future university teacher , I would use PowerPoint the same way my teachers are using now'	00	4,7	00	32,6	62,8

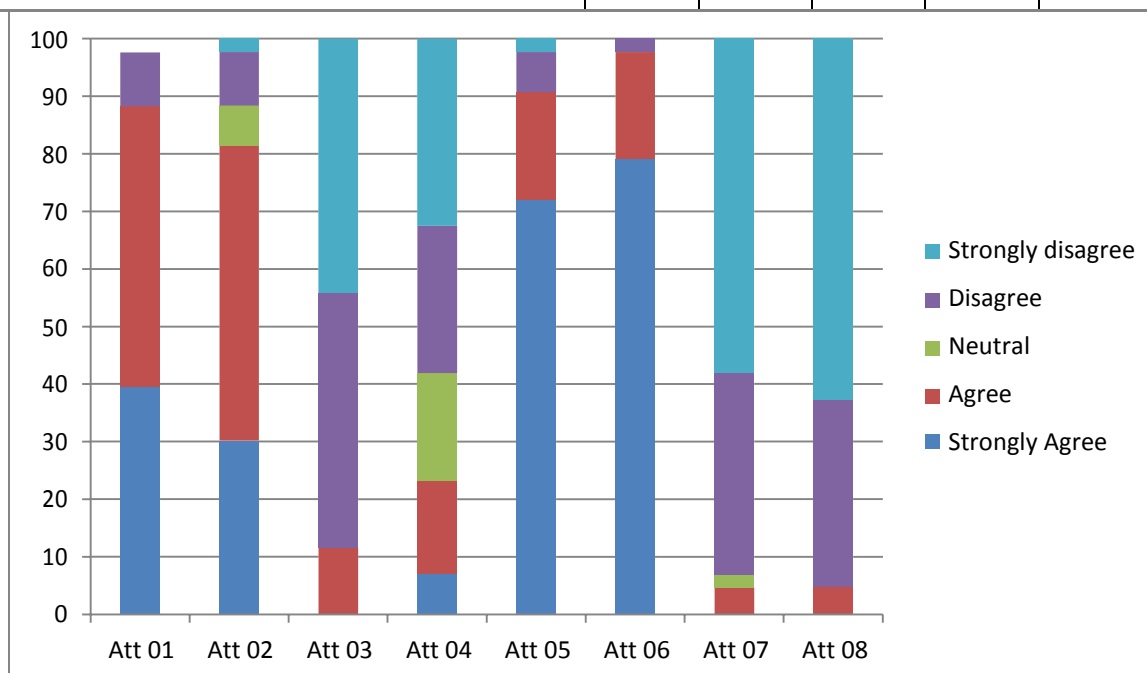


Figure 13:students' attitudes towards PPP's

First of all, the majority of student were balancing between their strong disagreement (39.5%) estimated by 17 participants while (48.8%) which means 21 participants ,the total of 39 students from 43 students, indicated their agreement on the existence of boredom in a PowerPoint class while only one student voted for neutral; and by calculating 'item 1' mean (1.81) and comparing it to the table, that has revealed that students hold as well a negative attitude towards PowerPoint. This rely on the overuse of PowerPoint that has led to such a phenomenon

Most of students think that PowerPoint is in fact a waste of time since 55.3% percent estimated by 22 participants agreed, and about (30.2%) had a strong agreement towards this statement. Concerning the rest of the sample only 3 participants were neutral (7%) and 4participiants disagreed with the statement (9.3%) and only one participant showed strong disagreement. To confirm this ; according to items' mean table, since 'item 2' mean is (2.02) means that students hold a negative attitude toward this item. This is traced back and

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confirmed by previous table (2) and graph (2) that revealed that PowerPoint in already time consuming.

Also learners insisted one more time on their strong negative attitudes towards PowerPoint through rejecting the idea of enjoying sessions with PP. By relying to this items' mean (1.79) and comparing it to the table 20 of intervals . In numbers, 19 participants and (44,2%) of the sample repeated their strong disagreement while the other equal half also (44.2%) frequented their disagreement while only fewer member (11.6%) estimated by 5 participants agreed with this statement.

Moreover, students' creativity in designing and presenting their work using PowerPoint was tested . The results has revealed that majority of the sample do not feel that they are creative in performing this action because (32.9%) has strongly disagreed and (25.6%) has disagreed and by referring to interval's table of items' mean which is estimated by (2.40) means that students hold and average attitude toward 'item 4'

Furthermore, almost the whole population with the percentage of (72.1%) confirmed their strong agreement ,and (18.6%) who agreed that PPPs makes them lazy and they tend to picture slides instead of taking notes while only one member of the population strongly disagreed with it . Those statistics could be confirmed relying on items' mean table 20 by comparing this item's mean estimated by (1.49) to the table20 which resulted that students hold a negative attitude towards this statement: PowerPoint causes students laziness and passivity as has been proved before in table (9) which stated that students do not bother themselves by taking notes and they just take pictures .

Actually, traditional lecturing is more welcomed by learners since a large number of participants which is estimated by (79.1%) of the population has strongly agreed that traditional lecturing help them maintating their focus on the teacher rather that on the slides .Moreover,8 participants (18.6%)had agreed while only 1 participant had disagreed on that idea . This could be traced back and confirmed by tables (6) and (7) .Relying on item 6's mean (1.26), students hold negative attitudes towards PP referring to table 20

Also, participants made clear their rejection to the idea of the extensive and daily use of PowerPoint by the percentage of (58.1%) for 'strongly disagree' and (34.9%) for 'disagree' together estimated by 40 participants from 43 ones while only one member was 'neutral' and just 2 members 'agreed'. Relying on item 7 's mean (1.53) and according to the table which has revealed that students hold also a negative attitude towards PowerPoint extensive and overuse.

Finally, what was astonishing is that 41 students from 43 has showed both their strong disagreement (62.8%) and their disagreement by (32.6%) which contrast their dissatisfaction for the manner their teachers are using PowerPoint in present time while only 2 student were satisfied. Relying on item 8's mean (1.47), again students hold negative attitudes towards PPT.

2.3 Observation Data Analysis

The table below presents a check list used by researchers during the observation in order to compare students' behaviors in class during PPPs and traditional lecturing

Table 22 : Traditional lecturing VS PowerPoint lecturing

Session	With PPT				Without PPT			
	Often	Most of the times	Rarely	never	Often	Most of the times	rarely	Never
Students take notes		✓				✓		
Students record lectures	✓							✓
Students take pictures	✓							
Teacher wasting time at the beginning		✓						✓
Teacher discussion with students			✓		✓			
Students seem bored and uninterested		✓					✓	
Students asking permission to go outside		✓						✓
Students interaction			✓			✓		

This observation table or checklist represents the comparison conducted between traditional lecturing and with PPPs. It revealed that, in lecturing with PPP, students rarely take notes; they tend to record lectures and picture them by their smart phones which actually caused some noise and a non-disciplined atmosphere in the classroom in addition to a gradually total absence of taking notes unless if the teacher is saying something that is not written on the screen. Moreover, the discussions and debates were rarely raised even in TD sessions, and they were asking to go out for no logical reason the whole time as a consequence to their boredom and lack of interest.

One more important result of this observation was the time wasted on installing the device to the extent of ruining the whole session trying to fix the technical problem. The same thing happened for the second time in the day after.

On the other hand, in traditional lecturing sessions, students in fact were taking notes most of the times and did not use their phones neither to record lectures nor to take pictures ; rather their attention was mainly on the teacher's speech to grasp as many information as possible. Teachers were asking them to comment on certain ideas or statements which gave them more space to interact between themselves and with their teachers

2.3 Analysis of Teachers' Interview

this section is devoted to analyze teacher's interviews that were recorded after taking their permissions. During the examination of each interview alone, many themes appeared which led to the data explained and analyzed below

Item 1 : Do use PPT when you are lecturing ?

Most of the teachers declared that they use PPT when they are lecturing since it has always existed as part of ICTs pedagogical implications in teaching and technology everywhere. Other teachers said that they used to present their subject with PP, but now they do not; for them, it is too distracting and students get bored and do not concentrate. On the other hand, few teachers answered that they have never taught using this tool. The following quote illustrate the reason behind quitting PP

“Believe me, I found the traditional approach very fruitful because students get their attraction fully with me”

“ I support traditional lecturing because I feel that students focus more with the teacher in the traditional way”

“ The logistics are also problem and take time. We can never rely on this technology”

“ I gave up on PP based on learners' request, they are tired of overloaded and standard screen, they are looking for freshness and originality”

Item 2 : how can you describe teaching-learning atmosphere with PP in class ?

Teachers who use PPT find the classroom environment motivated since there is an interaction between the teacher and students. Teachers who teach M1 and M2 stated that their students are not that motivated compared with license students, whereas teachers who used to use PPT claimed “ we are dealing with moody students , I have seen that my learners are neither focusing nor taking note that's why I am back to traditional lecturing” while Other teachers said :

“students tend to get bored by the overuse of PPT, especially master one, but there are technical guidelines that any teacher should follow to use PPT in an optimal way”

Item 3: Have you ever made a comparison between using traditional lecturing and PP lecturing?

Teachers who support PPP claimed that it is important in this era to use these new technologies; they said *“they gain time, help students not to get lost and provide good guidelines”*

On the other hand, teachers who prefer traditional lecturing said that *“ even though PPPs is sometimes useful, it is time consuming as well”* while others said *“ instead of wasting time in bringing the PPT and displaying it, it is better to start lecturing orally and gain more time”* that is to say , teachers themselves started to shift to traditional lecturing based on their continuous observations and remarkable changes of attitude performed by their learners.

Item 4 : In case of a technical problem .what would you do?

Teachers who use PPT ensured that in case of technical problem , they try to fix it first. If things go out of control, they interfere using a plan ‘B’ and start lecturing in the traditional way. almost 85% of the teachers said that they have a plan “b” as illustrated in the following quotes

“A clever teachers holds always a plan B in his pockets”

“teacher interference is a must in such cases”

while 15% said that if they have no plan B they cancel the lecture and tend to off make sessions for students for the following reasons illustrated in their quotations

“it rarely happen, and I can’t have an alternative solution for each lecture. it is time-consuming like that”

“I organize a make-up session later in such cases . it happened only twice I think.... I cannot remember actually”

Item 5 : do you give you learners enough opportunities to raise debates during PPPs ?

Teachers confirmed that when they teach using PP, they ask their students questions in most of the slides they present and give them the opportunity to raise and discuss quotes or to comment. Most of them said that *“I do this in very restricted and limited cases such as seminars for example.... Or if I can see that students do not understand ,I tend to ask questions to check their understanding”* while may others made clear that they do not do that when they are lecturing using PPPs because it is time consuming and useless as illustrated in the following quotation *“_it is almost impossible to perform such a task, I cannot ask students if one plus one equals two or not (1+1=2) if the lesson is appropriate to the level of learners I cannot waste my whole or the biggest part f the session in discussion”*

“I may give such a chance once or twice for few minutes only”

Item 6 : Do you ask your students take notes ?

The results show that teachers who do not use PPT ask their students to take notes and they really do since their teachers do not provide them neither with handouts nor with online lectures while teachers who use PowerPoint presentations said that their students take pictures rather than notes. Others said *“they take photographs not picture”* other Teachers stated that *‘it’s the first thing I do before I start lecturing’* and others said *‘yes, I do this the whole time but in most of the times , they simply pretend to be taking notes or they do not respond to my instruction at all’*

Item 7 : teaching note-taking strategies in your career make it a question

All the teachers agreed that in their whole academic career they have neither learned note-taking strategies nor taught them to their students. They stated that from time to time they ask their students to take notes, *“but we do not have much time to give them instructions about note-taking strategies.”* Others said *“ It is the role of teachers who are within these expertise TEFL teachers, but for me for example teaching literature and civilization It is not my specialty”*

Item 8 : In my questionnaire , the whole sample could not even cite at least one strategy he / she uses when taking notes. How can you comment on this ?

The interviewed teachers stated that M1 students’ do not possess sufficient knowledge about note-taking strategies is traced back to the lack of training in their first year (license).Other teachers insisted that it is a lack in the syllabus. As illustrated in this quotation

‘ I think that the problem is in their first year license because the methodology was focusing mainly on research and not on study skills’

‘ It is problem of the syllabus ; we do not shed the light on these cognitive strategies of writing. Thus we need to teach students how to summarize, synthesize, and paraphrase....’

3. Discussion of the Findings

The purpose of this study is to examine the effects of PPPs on students’ note taking and attitude . This section presents a discussion of the study’s findings. For ease of reference, the findings are discussed according to the investigation’s objectives. In other words, the results with regard to 1) The effect of PowerPoint on student’s note-taking ; 2) Students’ attitudes towards PowerPoint , are discussed separately. Furthermore findings from students questionnaire are discussed in relation with findings from teachers interviews.

The effect of PowerPoint presentations on student’s note-taking

From the analysis of the students’ questionnaire, we find that almost all EFL teachers at the department of English Language at the university of M’sila use PowerPoint as an educational tool to present their lectures, though PPPs should be banned in universities due to its negative effects on learners from different aspects such as the psychological and educational ones. (Shabeer;2018)

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That is to say, the use of technology is highly supported and integrated by EFL teachers in M'sila university confirming research revealed that PowerPoint helps structure the content and processing of a lesson or lecture (Mason and Hlynka as cited in Nouri and Shahid, 2005), as it can also have add a positive influence on students motivation and concentration during lectures.(Parks,1999)

However, students encounter problems while PowerPoint use as they stated in the questionnaire “I cannot take notes, it moves very fast” “I get confused whether to capture what is written on the slide or what the teacher is saying but I end up with very poor notes” , accordingly ,Ahmed Shabeer (2018) confirmed that PPPs should be banned in universities due to its negative effects on learners from different aspects such as the psychological and educational ones. Since ,M1 students stated that even though they are under graduated learners , they are not good note-takers because There is an argue in the educational fields over whether non-interactive educational technology, such as providing lectures with PowerPoint presentations, is beneficial to students or not Creed, 1997; Rocklin, 1997)

Technically, accompanying lectures with PowerPoint is a more efficient time management strategy than writing on a whiteboard or using transparencies (Daniels, 1999; Mantei, 2000) . but it could be very time consuming as well (Seaawew , Megenties and abate.2014)but, student questionnaire’ s finding revealed the opposite especially in case of technical problem; which was confirmed by some teachers as well “ I do not use it because it is really time consuming and distracting “ and rejected by others on the other hand. As for students, they indicated that some teachers keep wasting time in fixing the problem rather than changing their plan (Figure 11, p47) .and some few teachers themselves admitted that they faced such situation few times just as the study of Seasew,Mengesties and Abate (2014) revealed.But what was astonishing id that this contradicts totally what most of them made clear in their interviews that they always interfere and use an alternative plan .

While for providing their students with instructions for note-taking, teachers confirmed that instead of taking notes ,they just picture the slides (figure 04,p43) if lectures is presented via PP. This was proved by students themselves in their questionnaire which also can have a negative effect on learners performance during exams . it is only because teachers do not provide them with handouts. Thus, they are not satisfied with their notes (Figure 14) because they are inaccurate or incomplete, and most of the time not understood (Figure 12,) . by contrast to previous studies results which revealed that lesson formats does not affects learners’ academic achievements Szabo and Hastings (2000) dealt with this problem through providing students with both one traditional and one PowerPoint multimedia lecture format . Under these conditions, they found lecture format did not affect students performance. They suggested that it is necessary to replicate this finding over the course of a semester. This was not the case for this study since the whole sample from students to teachers insisted on the idea of traditional lecturing preferences . This might be interpreted as a misuse of PPPs in the University of Msila

Moreover, students state that they have never been taught note-taking strategies or trained on them through practice in the classroom (Figure 12,) and teachers confirmed that as well , they even related that to the lack of their training or even a gap in the curriculum itself,

“students lacks many skills and note taking is one of them, we have never received higher instructions to devote a lecture for note taking” “ fortunately, the next generation will be equipped with this academic skill because it has been recently added to the canvas ”.For that reason, note-taking is a hard task for them as teachers and students, yet , very crucial according to both whom argue and agree on the idea of the negative impact of PowerPoint on their note-taking skill as proved within the questionnaire of students ;they claim that heavy and overloaded slides confuse them especially if slides are moving so fast(Figure 03 and 04).As a result, students tend to have a negative attitude towards this tool and find that traditional lecturing is of much more benefits for them since they get extra focus and understanding of lectures (Figure 06).

3.1.2 Students’ Attitudes towards PPPs

On the other hand, according to attitudes analysis conducted through attitude scale in order to test students attitude towards power point, it was revealed that most of students hold an average attitude (mean=2.40) towards power point when it comes to creativity .Moreover, most of them do not feel or think that they are creative in designing and presenting with PowerPoint (figure 12.).

Furthermore, Majority of students believe that PowerPoint is a waste of time since (m=2.02) this means that students hold a negative attitude towards PowerPoint and do in fact consider it time consuming.

Additionally, members of the sample agreed that power point created boredom in the classroom which was also noticed during the observation and mentioned by most of teachers in their interviews “ *I could see boredom in their faces That is why a welcomed their request of shifting into traditional lecturing* “, consequently students hold a negative attitude towards power point which could be a result of the overuse and the misuse of this software program and that confirms why students express that they do not enjoy sessions with PP since the mean. In addition to that, learners –one more time- stated that PPPs in fact makes them very lazy in taking note which is supported by previous studies (sammons,1995) and they prefer rather to picture the slides as was proved while interviewing teachers who made clear that such phenomenon has become very common in their classes. This could have a very serious impact on such an important skill in academic life which is note-taking. on the opposite side, recent findings show that the use of PPPs can enhance student’s self-efficacy concerning note-taking abilities even if they are unavailable in advance (Frey and birnbaum;2002; kask 2000) .

Learners also have preferred traditional lecturing more since it allows them to appear discuss, interact and raise debates to exchange ideas. And most of the teachers shared the same idea with them. This contradicts with major research in the field such as the case for Moroccan students “*I noticed that my students are not engaged enough in my class. Their facial expressions signify boredom and a lack of interest in the subject matter.*” (Zouar,2015)

Finally results revealed that students are totally against PP use in classes and they called for decreasing its use and hence increasing traditional lecturing that they claimed that it

allow them to maintain focus on the teacher. they even stated that in the future they will not use PPPs the same way their teachers are using in present times

4. Pedagogical implications

Several pedagogical implications can be extracted from this study especially at

M'sila's University level classes in the EFL contexts. Those recommendations are summarized into the following points:

- ✓ PowerPoint should not replace the teacher, but rather , it should be used as a mean to attract students' attention and help them to understand.
- ✓ The most suitable usage of PPT would be to emphasize important points, explain abstract content and show relations.
- ✓ The teacher should add the PPT as an extra tool and do not focus only on the PPT because some students get lost
- ✓ Teachers should use PPT for reexplain things, demonstrate, since it's something additional in teaching process
- ✓ Teachers should select what should be showed on the PowerPoint,and do not include everything because it will overwhelm the students .
- ✓ PPT should stay as a tool and not as an objective of teaching
- ✓ Teachers should encourage their learners to be responsible of their learning process
- ✓ Teaching the techniques of note taking, and show students how it promotes their autonomy.
- ✓ Teachers should encourage learners to summarize and synthesize lectures because they help students' lecture comprehension .
- ✓ Teachers should evaluate students' note taking after each lecture in order to avoid errors, and this will make the student's notes more effective .
- ✓ In order to respect learners' learning style, instructors should show the different strategies and methods of taking notes. Including, abbreviations and symbols.
- ✓ Dictation should be included in EFL classes to enhance the students' concentration and to make them used to take notes.
- ✓ Teachers should integrate note-taking strategies into their courses and encourage their students to take notes in a strategic way, not in a random manner.
- ✓ Teachers should vary their methods of teaching in order to create good atmospher in the classroom.

conclusion

This chapter represents the analysis and interpretation of the data gathered from different stages of the research. The collected data was consisted of three main tools, questionnaire for students, an observation with M1 linguistic and Literature students , and an interview for teachers. The results were analyzed quantitatively and qualitatively, represented statistically in tables and interpreted in graphs. The findings of this study provide a better understanding of the notion of note-taking as a crucial cognitive skill to be mastered in order to enhance learners 'learning process and promote their autonomy. Furthermore, the study insists on teachers' awareness of using PPT when they are lecturing. That is to say, PPT should not replace the teacher , but rather, the most suitable usage of PPT would be to emphasize important points, explain abstract content and show relations. Otherwise, by the extensive use of this tool , students hold negative attitudes towards PP lectures.

General Conclusion

General Conclusion

The present study investigated The Effects of PowerPoint Presentations on Students Effective Note-Taking and Attitudes. Talk about method and tools.

The results suggest that the educational technology “PowerPoint” may have a negative effect on students note taking and attitudes. In addition, PowerPoint presentations can decrease students’ motivation in class and attitudes towards lectures, hence learning. The results of this study show that the use of PowerPoint Presentation takes a large place in EFL classes at the university of M’sila. However, the need to use PowerPoint Presentation was suggested and demanded by some EFL teachers and learners as its use assisted them in number of ways. The findings reveal that the use of PowerPoint Presentations can affect both students effective note taking and their attitudes towards PPPs in a negative manner though it offers opportunities for effectively incorporating colorful texts, images, drawings, tables, graphs, movies and transition from one to another through a slide show. All these contribute in making EFL lectures more engaging, interactive, and motivating in many cases in previous studies . Moreover, PowerPoint can create an unwelcomed teaching- learning atmosphere that lacks students’ motivation and interest and tends to be boring. Although, PPPs make the complex ideas in the lecture easy and simple to grasp. The findings of this study are supported by previous studies “*it is not common to hear the misuse of of PP...*”

During this study, some limitations took place, such as losing few copies of questionnaires (5 copies) and few others teachers were busy so they could not be interviewed. Still the most important limitation faced was the witnessed political conditions in Algeria that has affected learners of universities in a large way, this former left their pedagogical seats in order to say their word representing the Elite of their society . so, it was very hard for us to distribute questionnaires for them due to their continuous absences ; this has caused some delay in submitting the work .

As for recommendations for further researchers, this topic can be conducted in a more efficient and systematic manner through experiment for more precise and reliable results

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Appendix 01 :

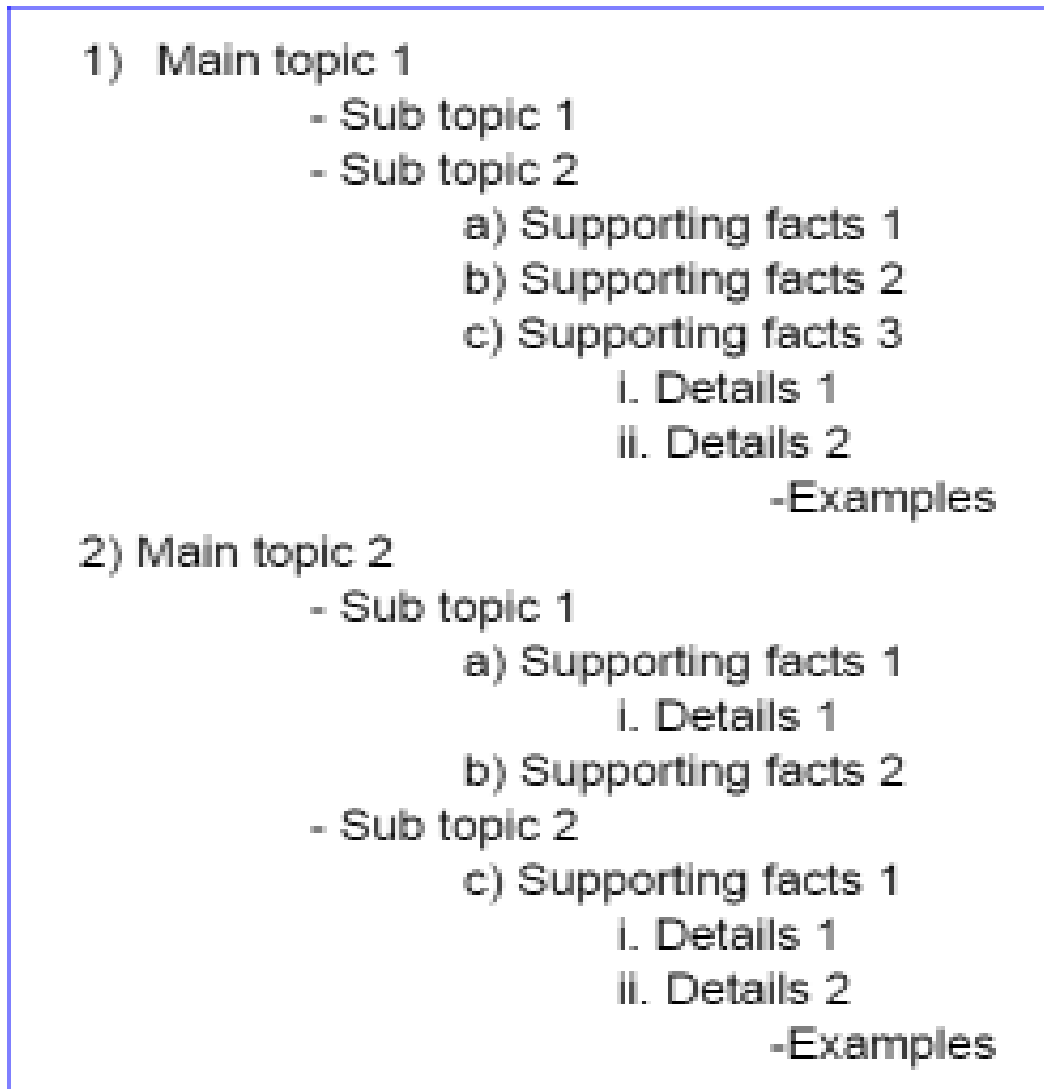


FIGURE 16 /The linear note process. Retrieved April

02,2019,from:<https://i.pinimg.com/originals/33/69/1f/33691f02dd270f>

[639b88100e81e5a481.png](#).

Appendix 02 :

Cornell Notes

Topic:		Date:
Essential Question/Objective:		
Cues:	Notes:	
Main Ideas	Meaningful Symbols	
Questions	Bullet Points	
Vocabulary	Abbreviate familiar words	
	Teacher Given Notes	
	Research Notes	
Summary:		
A thoughtful summary of key points		
A list of questions you need answered		

FIGURE 17 :ragPaper, “Cornell Notes Template” Retrieved April

14,2019,From:

<https://www.maymisposters.com/products/cornell-notes-poster>

Appendices

Appendix 03 :

SYMBOLS & ABBREVIATIONS FOR NOTE TAKING

&	and	govt	government
=	is, are I	mpt	important
≈	about, approximately	ea	each
>	more than	tho	though
<	less than	thro	through
#	number	probs	problems
x	times	min	minimum, least
→	leads to, caused	max	maximum, most
Δ	change	btwn	between
/	or	bkgd	background
∴	therefore	vs	versus, against
↑	increase, grow, gain	qty	quantity (amount)
↓	decrease, loss	hv	have
♀	female, woman, girl	N.B.	note well (important)
♂	male, man, boy	e.g.	for example
yrs	years	i.e.	that is
@	at	cp (cf)	compare
w/	with	ct	contrast
w/o	without	B4	before
w/i	within	p	after
wrt	with respect to	q	every
re:	regarding	ASAP	as soon as possible
b/c	because	STAT	immediately
s/t	something	f	frequently (often)
s/o	someone		

Figure 03 : List of Symbols and Abbriviations.Retrieved March 18,2019,

From : <https://pics.me.me/symbols-abbreviations-for-note-taking-govt-government-mpt-mportant-11027338.png>

Appendix 04 :

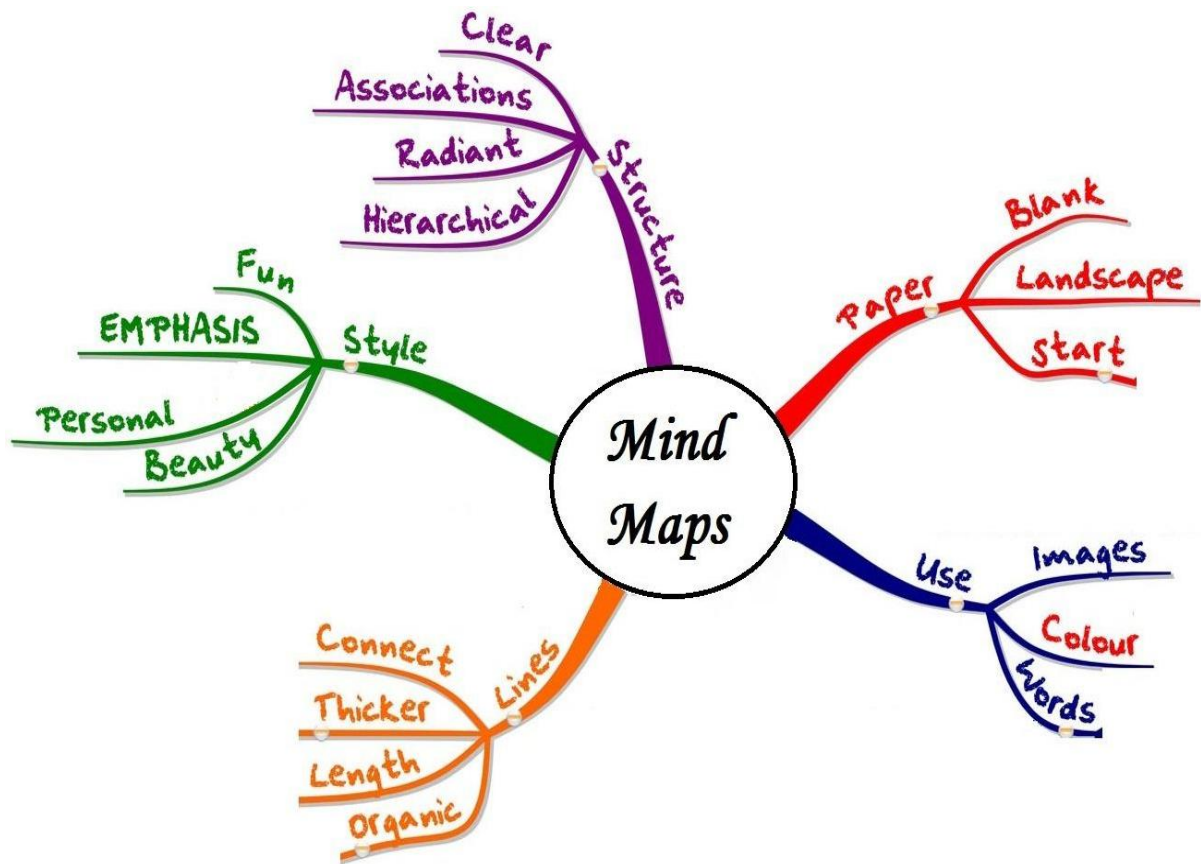


Figure17: Mindmapping information and advices, How to make a mindmap. From: /

<https://www.lifehack.org/articles/work/how-to-mind-map-in-three-small-steps.html>

Appendix05:

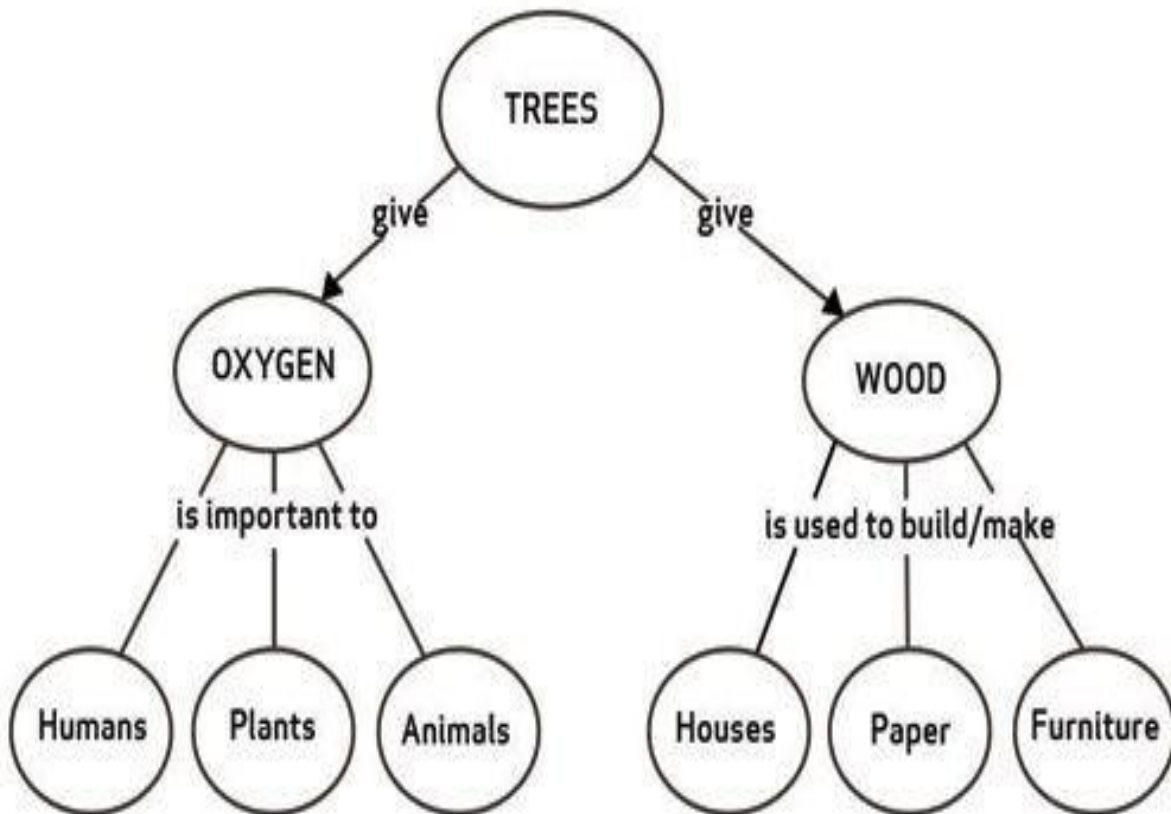


Figure 18 : Developing concept mapping.

http://www.open.edu/openlearncreate/pluginfile.php/145307/mod_oucontent/oucontent/10253/ce99e047/4198106a/es_05_fig002_v2.jpg

Appendix 06 :



Figure 18:A Fish-BoneDiagram

<https://encryptedtbn0.gstatic.com/images?q=tbn:ANd9GcTIOJnOmefPJms>

LHt-64iBy06XEvAs3vPu0PjYdYhbsKgjoH-

Appendix 07 :

Draw a T Chart

How much time has passed between 9:30 and 10:55?

time	hours/mins.
9:30	
10:30	1 hour
10:40	10 mins.
10:50	10 mins.
10:55	5 mins.
	1 hour 25 mins.

Figure 19 : T-chart Template. Elapsed Time Unit Task Cards, Anchor Charts, and Worksheets.

From : <https://i.pinimg.com/736x/54/c4/5d/54c45d3a4997fa749bc1d853246b0799.jpg>

Appendix 08: Piloting Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the effect of PowerPoint use on EFL student’s effective note-taking and attitudes. We would be so grateful if you could sincerely answer the following questions, so please, give a precise answer as you can, Tick (√) your answer(s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

1. Is the language clear enough?

Yes No

1. Are there any irrelevant questions? If yes, please highlight them here.

Yes No

.....
.....

2. Are there any repeated questions? If yes, cite the in numbers here.

Yes No

.....
.....

3. Was the time given to fill in our questionnaire enough?

Appendices

Yes

No

4. Was it too long or too short?

1/too long

2/ too short

6.Can you suggest other questions or narrate shortly a situation that reflects the PowerPoint effect on your note taking skill?

.....

.....

.....

.....

.....

Appendices

Appendix 09 : students' Questionnaire

Dear students,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate the effect of PowerPoint use on EFL student's effective note-taking and attitudes. We would be so grateful if you could sincerely answer the following questions, so please, give a precise answer as you can, Tick (✓) your answer(s) in the corresponding box (es), and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will only be used for research purposes.

Part One: PowerPoint Use and Note-taking

1. Do all your teachers use PowerPoint in presenting their lectures?

1/all of them 2/most of them 3/some of them 4/none

2. What is the time taken up to start a lecture using PowerPoint ?

1/from 2 to 3 ms 2/from 5 to 10 ms 3/from 10 to 15ms 4/ more than 15 ms

3. What is the time taken to move from one slide to another?

1/by the end of teacher's explanation 2/very few time 3/ no time at all

4. Do you take notes from the slides .if no, explain.

Yes / No /

.....
.....

Appendices

5. What is the Classroom environment using PowerPoint like?

1/ very motivated 2/fairly motivated 3/unmotivated at all

6. I understand better when teachers explain lectures using blackboard and body language instead of reading everything from slides

1/yes 2 /No

7. I have opportunity to raise a debate, discuss and interact when lectures are presented traditionally

1/yes 2/ No

8. Do you prefer slides overloaded with details or with only headlines?

1/ detailed and full slides 2/ slides with headlines

9. Do you present lectures using PowerPoint ?

1/ only few teachers give us presentation to prepare and perform 2/ not at all

10. Does PowerPoint increase or decrease your note-taking skills

1. Increase/ 2.Decrease/

11. In case of technical problem, does your teacher interfere using a plan 'B' or he/she just wait till the problem is fixed?

1/teacher's interference 2/wait till the problem is fixed

12. I always understand notes taken through PowerPoint presentation

Yes/ No/

Appendices

13. I draw diagrams in my notes from PowerPoint Slides

Yes/ No/

14. Have you ever wished that you had written better notes from presentations ?

Yes/ No/

15. How long do you store your notes for?

For future use For exams For revisions

16. From the following note-taking strategies, which one do you use ?

a. Linear notes b.Cornell notes c. Mind mapd. D.T-chart E.Fish-bone

17. Most of the times, I do not bother myself in taking notes and I just download the lectures online

Yes/ No/

18. Have you ever received any instruction on note-taking in your academic carrer?

Yes/ No/

Part Two:Students' Attitudes

Statement	Strongly agree	Agree	Don't know	Disagree	Strongly disagree
1.PowerPoint creates boredom in the classroom					
2.The use of PowerPoint is a					

Appendices

waste of time					
3.I enjoy sessions with PowerPoint					
4.Iamverycreative in designing and presenting my work with PPP					
5. PowerPoint makes me lazy in taking notes. I just picture the screen with my Smartphone					
6.Traditional lecturing helps me maintain my focus on the teacher rather than on the slides					
7.PowerPoint use should be daily and extensive					
8. Sometimes, I feel bored and I even fall asleep during long presentations					

Appendices

Appendix 10: Teachers' interview

Item 1 : Do use PPT when you are lecturing ?

Item 2 : What is the classroom environment using PPT ?

Item 3 : Have you ever made a comparison between traditional lecturing and PowerPoint lecturing ?

Item 4 : In case a technical problem .what do you do ?

Item 5 : Do you raise a debate when you teach using PPT ?

Item 6 : Do your students take notes ?

Item 7 : Have you ever taught note-taking strategies in your career ?

Item 8 : In my questionnaire , the whole sample could not even cite at least one strategy he / she uses when taking notes. How can you comment on this

Appendix 11 :

الملخص

تشهد المؤسسات الجامعية مؤخرًا رواجًا ملحوظًا لاستعمال برنامج العرض التقييمي 'باور بوينت' في مجال التدريس. انطلاقًا من هذا المنظور، تتبنى هذه الدراسة البحث في النتائج المترتبة عن هذه الظاهرة على قدرة الطالب في اخذ رؤوس أقلام و على سلوكياته. بهدف الإجابة على هذه التساؤلات و تحقيق مطالب هذه الدراسة استعملت أدوات البحث التالية ز الملاحظة، الاستجواب المقدم لطلبة ماستر 1 لسانيات، آداب و حضارة- قسم اللغة الانجليزية- كلية الآداب و اللغات. - جامعة المسيلة، بالإضافة إلى إجراء مقابلات مع أساتذة القسم. تتكون عينة البحث من 43 طالبة 10 اسانذة

كشفت نتائج البحث بان الاستعمال المكثف و المتكرر لجهاز العرض التقييمي 'باور بوينت' يمكن أن يؤثر سلبيا على قدرة الطلبة في اخذ رؤوس افلام مفيدة من جهة و على سلوكياتهم من جهة أخرى . و عليه و تنصح هذه الدراسة بالاستعمال العقلاني لهذا البرنامج.

الكلمات المفتاحية: لم تتخذ ، الموقف ، باور بوينت.