Metacognitive Listening Strategies and Note-taking for EFL Writing Efficiency

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Abstract:

Students' written production at exams is a major concern to teachers. To prepare for exams, students refer principally to their notes and to hand-outs, hence, the quality of the notes and the conditions of note-taking ought to be examined. Learning strategies have been acknowledged as aids to learning and the use of metacognitive strategies are considered to be helpful to the development of cognitive ones. We therefore adopted an integrated skills perspective to provide metacognitive listening strategies instruction and modeling to 66 third year EFL students at Annaba Badji at Mokhtar University, in the module of oral expression and listening comprehension and also, in the module of neuroscience that was previously taught at the department of English in that university, to improve note-taking in order to reach a greater efficiency in writing .The results obtained confirmed to a great extent our hypothesis that an explicit metacognitive listening strategy instruction and modeling of the strategy raised students awareness about their capacities and their difficulties and helped them develop a reflexive behaviour about their learning habits which resulted in more pertinent notes.

Key words:

 Metacognitive, cognitive, strategies, note-taking, listening, integrated skills,
Written   production, instruction, modeling

Introduction:

The effects of strategies instruction on learning practices , as reported by the literature , produced consistently valid evidence on the pertinence of instructing students on the strategies they can use to become more efficient language users. EFL teachers concern about the inefficient written productions they are assessing, mainly based on notes taken during lectures and from hand-outs, is not admitted by students themselves who consider that their answers to exam questions are appropriate, since they referred to their notes from lectures and hand-outs.

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Attempting to understand the reasons of this gap between students achievements/ perceptions and teachers requirements /expectations, we will examine the note-taking process regularly performed by students, as an intermediate stage between listening to the source of information (teachers and various documents) and written expression/production as a final output, which seldom complies to standards or rubrics.

We adopted listening metacognitive strategies explicit instruction and modeling to develop note-taking in order to reach a greater efficiency in writing. We used O'Malley and Chamot(1990)[1] classification ,where note taking is a cognitive strategy ,as a reference. The means of investigation: questionnaires , interview; listening inventory and verbal reports, provided data on the processes students used before , and for those of the experimental group , after strategies instruction and modeling. In addition some data was gathered about the awareness and metacognitive strategies they adopted to face difficulties and solve problems when taking notes and writing.

1.Listening: an Important Skill for Language Proficiency

As a receptive skill, listening is sometimes complex to assess despite its apparent 'naturalness'. Playing an important part, from a communicative perspective, in foreign language learning, it requires several micro skills to be successfully performed. However, it is relatively, only recently that its importance has been acknowledged , Oxford (1993) [2]. In 2002, Rost [3] defines listening as going beyond the usual boundaries of its invisible mental process. Initiated with a sensory stimulation from hearing, developing through the perception of the sound and its identification, (which depends on previous knowledge and on the listener's capacity to infer and deduce) and then to the constructive orientation and negotiation of meaning (with the speaker or with oneself , when listening to a recording), reaching then collaborative orientation (in order to categorize and store in the perspective of creating meaning), involvement, imagination and empathy for understanding come next to end up with transformative orientation and transfer to the entire social body in different contextual situations, which can be achieved through actual learning.

During the 1970's , listening emerged as a facilitator of language learning. The works of Oakland and Williams on attention (1971)[4], underline the active role played by thought in the receptive skills, they established that today an able learner does not need to focus on every single sound he hears to decode a message, he has other means to go beyond reference to lexis only to understand. Previous knowledge and the capacity to deduce, infer and anticipate, enable an attentive listener to be efficient. In a pedagogical context, listening as an activity, is developed both in an integrated sequence and as a specific skill ; it is exploited for many tasks such as dictation and note-taking for example.

Reaching efficiency and using strategies require attention , concentration, the capacity of isolation and detachment from distracting elements and continuity in all these in order to successfully complete the process. This depends not only on the age and level of the learner but also on his awareness of the learning process that will enable him as a listener to maintain attention and concentration throughout the process.

Lawtie's (2004)[5], remark on the features of a mature listener below, gives a clearer picture of the process.

The listening process is recursive in nature, students may hear sounds from a stimulus, attend to it, evaluate it, and continue to listen, they also may attend to a speaker's message and respond to it without choosing to remember or evaluate it. The listening purpose and context, and the student's listening maturity will determine the level of listening.

We can expect this 'maturity' to be reached by explicit strategies instruction and modeling as well as by development and use for integration.

1.1. Listening Strategies

When the listener himself intervenes spontaneously in a discussion by asking a question or clarification, he is potentially able to self-monitor or to self-assess his performance , hence, we can infer some awareness or consciousness: a metacognitive capacity to identify the cognitive strategies he is using or may use while listening and that are appropriate both to that skill and to his learning style. Teachers can assess his efficiency in listening only when the task is completed and via other skills, mainly writing or speaking.

As a situation stakeholder he is then likely to mentally and emotionally adapt. Being involved or simply exposed daily to both intensive and extensive types of listening in English from different sources in formal or informal situations and contexts is not sufficient for learners to gain real understanding, to remain attentive and concentrated or to transfer their behavior into the classroom. A meaningful content is important for listening to be contextualized and successfully achieved, it provides students with opportunities to adopt and practice the behaviors of effective listeners. Comprehending spoken language implies having sufficient abilities and thinking skills to listen effectively in a developmental sequence until this skill reaches enough maturity to interact with the other language skills which results in a competence observable in the productive/expressive skills.

At an initial stage of the learning process, receptive abilities precede expressive ones, so a great amount of time has to be devoted to listening both before and during the development of speaking or writing. Such process demands a high degree of involvement and long term effort that only a positive attitude and motivation can generate and sustain. For a learner to become efficient, consciousness of the process has to be backed up with a positive attitude towards the language, he must accept and decide to listen before speaking for example, students are often impatient to practice it for its 'concrete' aspect, makes them feel proficient in the language. A metacognitive process needs to be developed before any cognitive strategies are used as such or if some techniques are already used randomly with success. When taking notes students may have the intention to refer to the information later, the reason why they have to do so, and provided they are aware of it, will determine the degree of attention they will pay to listening.

In a face-to-face interaction where the listener is to react on the spot to an interlocutor, intention and involvement in the listening process are different from when he is listening to a speaker in a formal context or to a recording where his direct or immediate interventions are not required. Different strategies need to be used to fit context and situation. Cognitive psychology research on listening in different situations and contexts, posits that the listener is a whole being whose mental and emotional properties interact to achieve successfully a listening act.

These properties can be seen in "*empathic listening, mutual engagement, and feedback*" concepts developed by Tomlison (1986)[6], and that are of varying intensity. Although experimental studies are still outnumbered by the prolific theoretical assertions on listening, without drawing sound conclusions, we may nevertheless ascertain its pre-eminence in instructional methods . Among the models developed to attempt an analysis of the variables involved in listening Lundsteen's (1979)[7], accounts for its complexity and constructive features; his model goes from recognition of sounds at the acoustic level, through grouping and memorizing them as images to be compared and tested against

former experiences to reach the level of interpretation and inference where the listener thinks beyond listening.

In 1990, Rost 8 groups models into descriptive versus sequential and presents, drawing on Demyankov's (1983)9, descriptive comprehension model, the following elements:

- *Acquisition of the language linguistic frame;*
- *Elaboration and verification of hypotheses while listening to the message ;*
- *Comprehension of the speaker's intention and assimilation of the content ;*
- *Coordination of the speaker's/listener's motivations to maintain verbal contact ;*
- *Comprehension of the message's tone .*

It is noticeable that the main elements described and referred to, remain basically the same across decades, however, the way in which they unfold and interact with each other changes. It is their comprehension on the part of the learner himself and on the part of the teacher that brings the change.

1.2. Metacognitive Listening Strategies

Research progress in many fields, provides missing linkages and establishes connections where there previously seemed to be no relation. Wenden (1991)10 , declares that *'metacognitive knowledge'* consists of the learner's knowledge about the cognitive strategies he personally uses to get skilled in varied situations. O'Malley, Chamot et al (1985)11 in turn , consider that metacognitive strategies have an executive function and require: planning; thinking about the process; monitoring one's production and comprehension; evaluating learning and using advance organizers, and that they also require directed and selective attention; self-management; self-monitoring; delayed production and self-evaluation. Along the line with the above mentioned assertions, our focus will is on metacognitive strategies as tools for learners to identify the adequate cognitive strategies and use them in an optimal manner. Metacognitive strategies are of prime importance as they allow the listeners to self-monitor and to self-evaluate the efficiency of their performance or the techniques they use. We will identify the metacognitive strategies used by students in a listening comprehension class and in content classes, not only for comprehension and note- taking but also for writing under dictation. These tasks are complementary, we believe, and each of them can contribute in enhancing the other if using the identified appropriate cognitive strategies.

2. Metacognitive Listening Strategies Used by Skilled Learners

Wenden, (1998)12, states that skilled learners, use "*metacognitive knowledge for successful listening comprehension. This is critical to the development of self-regulated learning*" . In a study investigating the difference between more or less effective language learners, O'Malley, Chamot & Küpper (1989)13, focused on listening and significant differences were found in strategy use in three major areas: monitoring, relating new information to former knowledge, and making inferences.

As students spend most of their study-time listening to teachers or to recordings , their hearing sense is stimulated in permanence as they need to adapt to different types and sources of discourse and to different interlocutors' or speakers' specific elocutions . To understand, they have to make decision during the listening about what to listen to, what for and in what way. Listening activities require a process developing in phases, the time between preparation to listening , actually listening , discriminating sounds and understanding , and thinking about what had been listened to, cannot be instantaneous,

students need help and guidance to make decision about what to listen for and subsequently, to focus attention on meaning while listening.

The adequacy of their decision is to be matched with the task as well as with language requirements. According to Vandergrift (1997)[14]: *"teachers need to help students organize their thoughts, to activate appropriate background knowledge for understanding and to make predictions, to prepare for listening. This significantly reduces the burden of comprehension for the listener"*. Such help and guidance, in order to be efficient in accompanying a learner in his strategies development and use, requires skilled and proficient teachers.

In the interactive process of learning/teaching, on the one hand the teacher's intervention or help in making decision, by giving directions or hints, depending on the overall objectives of the lesson is likely to encourage students' reflection on the effectiveness of their listening. On the other hand, group discussion (peer-learning) is very important in prompting the individual learners to listen in order to be able to interact effectively with others as they will have to answer questions, identify utterances, lexis and syntactic features.

3.Learning Strategies Instruction

Using strategies is not the only criterion to reach efficiency, many studies have attributed an equal importance to the number and range of strategies and to how they were used and whether or not they were appropriate to the task (Anderson, 1991; Barnett, 1988; Block, 1986; Bruen, 2001; Carrell, 1989; Chamot, 1993; O'Malley, Chamot & Küpper, 1989; Zan, 2003; Green & Oxford, 1995; Halbach, 2000).

Continuity in strategy use depends on metacognitive awareness (Rivers, 2001; Flavell, 1979; Pressley & Afflerbach, 1995). This self-knowledge is a higher mental process that determines efficiency to a large extent, allows a variety of thinking abilities to foster, monitor, regulate and adjust learning extent. Instruction in strategies, and specifically metacognitive ones, is therefore strongly recommended if not compulsory to guide students in identifying developing and maintaining these strategies. Concerning listening,

Thompson and Rubin (1996)[15], concluded that systematic listening strategy instruction improves the learner's ability to comprehend oral input . Pre, during and post- listening periods are considerable helps for the listener to install the appropriate strategies .

Constructing meaningful listening is a high -stake task requiring careful preparation . A study conducted by Carrier (2003)[16], suggests that targeted listening strategy instruction in discrete listening, video listening, and note-taking can improve students' listening comprehension of oral academic content material that they will most likely encounter in their academic content classes .The results of this study serve as a starting point for research into the kinds of listening students do in different academic content classrooms, and the strategies that they need to become efficient listeners. Continuing research in this area will help teachers to more appropriately prepare their students in reaching efficiency.

The sample in our study are 66 third year EFL students in the module of listening comprehension / oral expression and neuroscience (formerly taught in 3rd year LMD at Badji Mokhtar University Annaba, department of English) of successive cohorts. Strategies instruction and modeling were provided to the experimental group, in order to facilitate and increase their involvement and strategies use during the listening comprehension session. Listening passages were exploited for note-taking and dictation writing , in

addition to general comprehension purposes . Explicit strategies instruction was provided during the class of neuroscience for the last experimental group ; for the former cohorts, instruction was provided in the listening comprehension/oral expression class. There was an even number of control groups to whom no instruction was provided, but with whom the same activities were developed. 02 questionnaires were administered to all groups, one on general learning habits or intuitive strategies use and the second on learning behaviors that are interpreted according to O'Malley's and Chamot's strategies classification into cognitive, metacognitive and social affective.

Teacher's observation was systematic for all groups, by the researcher herself, watching characteristic learning behaviors in taking notes for writing a summary , during the listening activity. Dictation writing was also observed as a process used to develop attention and concentration while listening. During these activities students were prompted to report how they proceeded to complete a task and eventually why. Group discussions and individual interventions were encouraged . Verbal reports , both written and oral ,were particularly stimulated . Strategies instruction was distributed throughout the year and was paced with questionnaires administration . Starting with the chronological development of the different classifications, it presented a detailed explanation of the selected typology with special emphasis on metacognitive strategies.

Instruction on listening strategies followed, with modeling and training for use in the listening comprehension class. During classes students were invited to share with the group their difficulties in taking notes and exploiting them when revising for exams for example, to potentially identify the reasons of the difficulties. Additional information needs to be gathered on conditions favorable to the transfer of strategies from the context of the course where the instruction has taken place to other language or content courses . For a qualitative study, a sample of eight students , chosen on the basis of questionnaires completion and verbal reports restitution , has been examined for significance between their use of metacognitive strategies and the cognitive strategies they apply after instruction when performing learning tasks .

Semi-guided and free activities covering the speaking skill, were proposed to students as genuine oral expression activities in and outside the class, according to students' interests in order to check whether the acquired awareness had affected, beyond mere practice, their language efficiency, and whether any transfer had been operated to non instructional contexts. Transfer, would mean that the strategy has been assimilated and that the learner has , to some extent , gained an autonomous language use behavior.

EFL learners universal features lead to a repeated sequence of already established results but cultural and linguistic specificities of our audience open new ways to be investigated . Learning style and individual variables in turn, underline the necessity to remain open to new possibilities of interaction between the different components and oblige us to identify and develop an appropriate attitude. A process-oriented objective reports are required to assess general efficiency.

Developed for its own sake as an essential and complex skill present in all sessions listening was utilized to develop and improve note-taking. Dictation as a learning task was devised to consolidate listening by increased attention and concentration . Learners were gradually oriented from strategy instruction and modeling to strategy use in a sequence gradually restoring autonomous learning by making learners rely on metacognitive strategies instruction to use them in order to develop cognitive strategies in specific

learning tasks . The ultimate aim to be reached is a reasonable level of efficiency in English according to universal EFL standards requirements.

4. Strategy Types Used in Note-taking

In order to identify the study habits and techniques used by students and correlate them with the corresponding O'Malley's and Chamot's 1990 strategies classification, we collected some information through 14 direct questions . The answers in the table below are interpreted into : cognitive ; metacognitive and social-affective strategies . Note-taking is among the activities investigated , the questionnaire's results were exploited to make a synthesis of strategies types and their frequency in use **.**

Some students did not answer all the questions, we neither included the data in the table nor used it in the interpretation of the results.

Activity 1: Note Taking						
	Strategies	**Learning Behavior Items**	**Experimental**		**Control**	
			Yes	**No**	**Yes**	**No**
Cognitive	Language practice	write only new items	14	18	4	28
	Language practice	Write ready-made expressions	27	5	25	6
	Paraphrase	reword and reformulate ideas	9	23	31	0
	Grouping	use a chronological order	25	5	25	4
	Grouping	group elements	25	6	19	10
	Paraphrasing	use personal jargon	26	5	25	6
Meta-cognitive	Planning	fix goals before listening	13	19	20	10
	Planning	prepare yourself before taking notes	21	11	24	6
	Anticipation	guess what is going to be said next	16	14	19	11
	Attention	use any particular means for being attentive	14	16	22	7
	Problem identification	focus on particular language aspect	5	21	16	14
Social	Self-	sure of what you write	17	15	22	9

Affective	reinforcement					
	Self-talk	simply write for doing something	8	24	12	17
		Hesitate to show or say what you have written	25	7	12	19

Table (N°1) Strategy Types Used in Note-taking

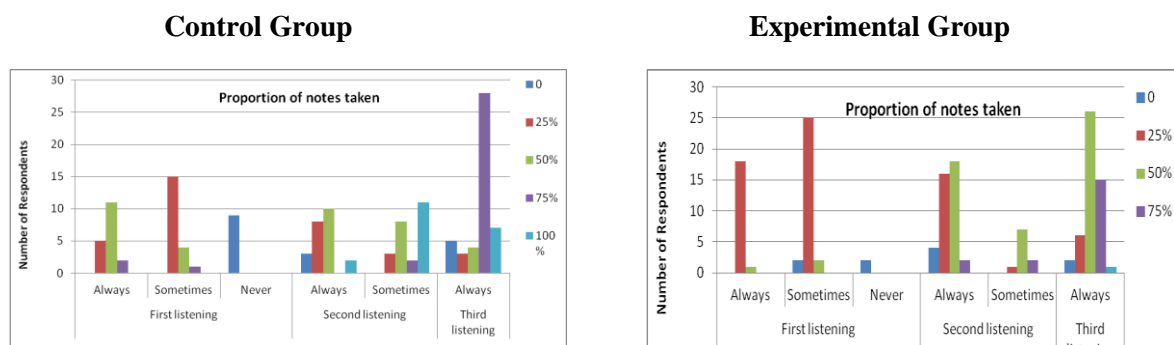## 4.1.Questionnaire's Results Discussion and Interpretation

Seeking answers on how students proceeded when they had to take notes in order to write a summary, an essay , to answer questions orally or in preparing for exams, revealed that they are similar to teacher's class observation (both silent and interactive). Elaboration was observed by O'Malley & Coll and Chamot & Coll (1987)[17], as being frequently used in listening, reading and writing. Learners used more cognitive strategies than any of the two other types. Many use grouping , the simple and familiar feature of this strategy may make them feel more self –confident and secure using it . Experimental groups appeared to use more social affective strategies than control groups did, which may be explained by the relation with the teacher who was the experimenter. The listening task was an authentic learning task that they would be assessed on, and get a mark for, whereby their greater implication . In comparing the types of strategies used in listening and note -taking, regarding strategies we noted no difference whereas the difference was clear between the two activities in metacognitive cognitive and social affective strategies .

We may explain this by the fact that note- taking relies on listening and permits changes and modifications as it has a more concrete aspect than listening which relies only on hearing, which has a postponed outcome, and the risk of being misjudged is not immediate. Among the skills we classified as receptive or relying on receptive skills, dictation had the best balance among the three strategies types. The nature of the activity which is more guided and in which students rely a lot on the teacher can justify this , however, we can also say that the higher level of concentration and attention required by the task allows students to use more strategies than in listening or even in note- taking. The necessity to write the exact word correctly is a challenge students have to cope with before returning their dictations for assessment.

When speaking, a student is conscious of pronunciation and to the choice of lexis and syntax of the sentences in this expressive skill, when answering questions or paraphrasing a content. When he has to actually produce personal discourse and ideas, his self-awareness raises due to the immediate feed-back he gets from the listener and that will either prompt him to carry on , slow him down or merely make him stop.

5. Study Habits Questionnaire

Seeking answers on how students proceeded when they had to take notes in order to write a summary, an essay , to answer questions orally or in preparing for exams, revealed that they are similar to teacher's class observation (both silent and interactive).This allows some correlation with our belief that a gradual note-taking, leading students to elaborate on previous notes or to modify them conducts to more consistent and useful notes

Control Group   **Experimental Group**

Graph (N° 1) Amount of Notes Taken during the Three Listening Phases

5.1. Questionnaire Results Discussion and Interpretation

Only a small number of students said they did not take any notes during the first listening, we can reasonably deduce then, that the amount of notes that the students end up having written, are cumulated from the first to the third listening. On the basis of these results, we may attribute the balance between the groups, during the second listening in the amount of notes taken, to an increasing concentration in listening or maybe to a greater tendency to reflect when filling the questionnaires . A better comprehension of the content from the two first listening phases providing meaning might have generated : inferencing , deducing , elaborating or self - monitoring processes, during the third listening. The answers of the control group to are significantly different from those of the experimental one, there is a greater distribution in the frequency of note - taking during the three listening phases , the majority of students end up having written 75% of the notes they will use for their summary. However, a small number of students say they wrote 100% of the notes in the second and in the third listening stage. This remains students' appreciation of their performance and demands verification. We can however think that for both the experimental and control groups, the three listening stages are beneficial for the students to take enough notes allowing them write a consistent summary, or at least to make them feel confident enough to do so; the consistency of the summary however, remains to be established.

6. Difficulties Encountered by Students

In order to have a greater insight of students' real or perceived difficulties , we asked them to identify among the propositions those that were problematic for them when they took notes. These are not exhaustive, the objective being to distinguish between receptive and productive skills .

Nature of difficulties	Experimental Group	Control Group
Selecting items	13,97	12,85
Being concise	12,31	11,58
Concentrating	12,13	11,55
Expressing what you understood	11,81	11,20
Identifying concepts	10,99	11,02

Table:(N°2) Difficulties Encountered by Students

6.1. Questionnaire Results Discussion and Interpretation

We noted some problems in selective attention:' what to listen for ' and ' how to summarize it concisely ', as well as insufficient language practice, in terms of lexis or syntax, because even if they have successfully listened and understood, they might not manage to express the idea with enough accuracy. Results and analysis of questions 1 to 4 investigating students' behavior and difficulties show that the main distinction between the two groups lies in selecting items, which is the major difficulty for the experimental group and comes only in the fourth position for the control group, for whom expressing what they think they understood, is a major difficulty. This item comes only in the fourth position for the experimental group. We can also notice that the major two difficulties encountered by the experimental group are related to both receptive: 'selecting items' while listening, and productive skills: 'being concise' in summary writing. For the control group however, the major two competences in which students say they have shortcomings are both related to expressive/productive skills 'expressing what they thought to have understood', and 'being concise'

It is important to mention that control and experimental groups students, at this stage of the study, have exactly the same background , since no instruction or particular direction had been given to them about strategies yet . The only difference, as already mentioned, is that for some control groups the teacher who administered the questionnaire was not the researcher herself, while it was always her who administered it to all the experimental groups.

Responses to the three questionnaires that had been administered to all students of both   experimental and control groups indicate that students have some behaviors that correspond to those described in the literature , and have been translated into types of strategies.

7. Listening for different purposes

A questionnaire on the use of listening strategies aimed at further investigating the type of strategies used by learners , after instruction, when they listened with different

purposes: dictation writing; note-taking for comprehension and note-taking for summarizing

7.1. Listening and Note-taking for Summarizing :

The metacognitive strategy of *self monitoring* is predominant in both groups behaviors   which and can also be categorized in *planning* and *problem identification* .

7.2. Listening and Note-taking for Further Use

The metacognitive strategies inferred from students' behavior are: *planning, anticipation,*
attention and problem identification. Planning and anticipation are the most used strategies by both groups; *attention* is lower in use in the experimental group and higher in the control group; *problem identification* is little used in the experimental group and half students of the control group do use this strategy .The control group students seem to use this strategy more than the experimental group students do; there is no big difference between the two groups use for *anticipation* and *attention*.

7.3. Listening for Dictation Writing:

Attention; problem identification; self-evaluation and *self-management* are from the most to the least used metacognitive strategies by students of the experimental groups ; the control group's sequence occurs as follows: *self evaluation ,self management ,attention* and *problem identification*

7.4. Listening   and Taking Notes for Comprehension:

Metacognitive strategies deduced from learners' behavior correspond to : *attention, problem identification, regulation and self monitoring* ; in this type of strategies too, an even number in use , is displayed by both groups . This similarity with cognitive strategies use might be attributed to the nature of the task itself which requires complex thinking and various competences.

Attempting a more accurate assessment of the correlation between study habits, strategies instruction and learners' use of strategies in listening for different purposes to perform different tasks, three additional questionnaires or list/ inventory of listening skills and strategies, specific to the listening task, were administered to the 32 learners of the experimental group only, among whom we retained 08 students whose questionnaires and verbal reports had been duly filled and returned. The aim of this sub-group study was to draw correlations from individual students' consistency of responses on the metacognitive use of strategies in listening with other strategies types and with their general competence. These correlations if they happened to be established, would answer our research question on whether explicit strategies instruction enhances strategies use and induces learning proficiency and more specifically writing efficiency.

8. Students Awareness of the Listening Skill

Answers to the *Sample Self-assessment Listening Inventory* adapted from Mowbray & George (1992)18, prompting students to reflect on their difficulties and their attitudes as listeners and to describe their behavior when listening (in interaction with a speaker or in individual practice) as to the difficulties or decision they had to make to become efficient listeners revealed learners' capability in:

Learning how to Listen: a massive perception of themselves (6/8) as attentive learners; not all of them are disturbed by noises or speaker's noisy habits while only a few of them cannot resist interrupting the speaker.

Listening for Information: Learners modulated their answers into yes /no /not always (more no than yes), and sometimes. The processes they say they follow or not imply some degree of metacognitive awareness and give us some clues (5/8).

Listening Creatively: As students had to think about their ability to comprehend and transmit message in their own words, a vast majority (6/8) also reveal through the involvement in the listening process, their capacity to go beyond the literal text.

Listening Carefully: the increasing complexity of the process obliges students to think more deeply before answering (5/8).

9. Teachers Opinion about Strategies Instruction and Modeling

An interview with teachers ,whose experience ranged from 02 to 32 years of teaching are favorable to such instruction ,they were quite concerned with students' achievement and tried to guide them, even if sometimes intuitively, toward working methods. Moreover their interest extended to a need for training .

Conclusion

Cognitive, metacognitive and social-affective strategies used in note-taking, listening, and dictation writing, require receptive and productive/expressive skills that have been matched with corresponding strategies according to O'Malley & Chamot 1990 classification . As the study investigating students ability to learn and their spontaneous or conscious use of strategies was developing, a crucial element emerged: the role of the teacher in this learner's centered perspective . Despite the introduction of technology in the classroom, his role remains of great importance in students' strategy instruction which precedes their use. Instruction must be explicit, according to research evidence, it can be conducted only by teachers and so does modeling. We can hence confirm the necessity of learning strategies, both embedded and specific , explicit instruction. Finally we may say that a synthesis of the responses to questionnaires as well as verbal reports , observation of learners , behavior and potential use of strategies as well as teachers answers, have in their greatest part corroborated the findings of former research and answered our research question. Listening as a skill developed with explicit strategy instruction and modeling indeed greatly contributes in ameliorating the note-taking process, it is however necessary to have a rubric for notes to be more profitable and better exploited to the end of efficient written production.

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