

Appendix

A modified version of the Metacognitive Awareness of Listening Questionnaire (MALQ)

The statements on the following page describe some strategies for listening comprehension and how you feel about listening in the language you are learning. Do you agree with them? This is not a test, so there are no "right" or "wrong" answers. By responding to these statements, you can help yourself and your teacher understand your progress in learning to listen. Please indicate your opinion after each statement. Circle the number which best shows your level of agreement with the statement.

Strongly disagree Disagree Slightly disagree Partly agree Agree Strongly agree

For example:

I like learning another language **1 2 3 4 5 6**

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Before I start to listen, I have a plan in my head for how I am going to listen. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I focus harder on the text when I have trouble understanding. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I find that listening is more difficult than reading, speaking, or writing in English* | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I translate in my head as I listen.* | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. I use the words I understand to guess (assume) the meaning of the words I don't understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. When my mind wanders, I recover my concentration (attention) right away. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. As I listen, I compare what I understand with what I know about the topic. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. I feel that listening comprehension in English is a challenge (difficult) for me. * | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I use my experience and knowledge to help me understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Before listening, I think of similar texts that I may have listened to. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. I translate key words as I listen. * | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. I try to get back on track (course) when I lose concentration (attention). | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. As I listen, I quickly adjust (correct) my interpretation (understanding) if I realize that it is not correct. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. After listening, I think back to how I listened, and about what I might do differently next time. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. I don't feel nervous when I listen to English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. When I have difficulty understanding what I hear, I give up and stop listening.* | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. I use the general idea of the text to help me guess (assume) the meaning of the words that I don't understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. I translate word by word, as I listen.* | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. When I guess (assume) the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. As I listen, I periodically (frequently) ask myself if I am satisfied (pleased) with my level of comprehension. | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. I have a goal in mind as I listen. | 1 | 2 | 3 | 4 | 5 | 6 |

Items with * were reversely coded and scored.

Al-Shammari, H. G. (2020). The Impact of Strategy Instruction on Iraqi EFL Learners' Listening Comprehension and Metacognitive Strategy Use. *MEXTESOL Journal*, 44(4).