LISTENING STRATEGIES USED BY ELEP STUDENTS IN LISTENING CLASSES

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ABSTRACT

Listening is one of receptive skills which needed to be learned by the language learners at the beginning stage of English language learning. By learning this skill, this may help the learners to learn other skills of English, such as reading, speaking, and writing. The learners may also have broader vocabulary inventory by learning the listening. Therefore, learners are equipped by a variety of listening strategies. The main purpose of this study was to investigate the listening strategies used by English Language Education Program (ELEP) students in Listening classes. A total of 50 students of ELEP from ‘year 2014’ responded to a-24 questionnaire items of Listening Comprehension Strategy Inventory (LCSI) which consist of three categories, which are Metacognitive strategies, Cognitive strategies, and Socio-affective strategies. The result of this quantitative descriptive study showed that from the three categories of listening strategies, Cognitive strategies (Mean = 3.64) was the most frequently used by the students. The second strategies which frequently used by the students was Socio-affective strategies (Mean = 3.61). The last strategies used was Metacognitive strategies (Mean = 3.3).

Keywords: Language learning, Listening strategies, Listening classes.

INTRODUCTION

Listening is one of the important skills which can develop faster than speaking and influence the development of reading and writing abilities in forming a new language (Scarcella & Oxford, 1992; Oxford, 1993, as cited in Bidabadi & Yamat, 2011). Rost (1994, as cited in Fang, 2008) stated that, from the four language skills— speaking, listening, reading and writing, listening is the most vital for language learning at the beginning stages. Undeniably, listening is very important as we need to listen to many utterances in our everyday life as conversations will take place only when we can understand what our interlocutor says, although input (listening and reading) alone is insufficient for acquisition, input is absolutely essential for second language learning (Gass & Selinker, 2001, as cited in Wen-sheng, 2007). In the Faculty of Language and Literature (FLA), Satya Wacana Christian
University (SWCU), there are several listening classes offered in English Language Education Program, such as Extensive, Intensive, and Academic listening. Here, Listening classes equip students with in-class and out-class activities, as well as assessment to improve their listening skills.

Listening comprehension strategies has been widely promoted since the 1980s (Long, 1989; Murphy, 1985; O’Malley et al, 1989; Oxford, 1990; Rost, 1990; Rubin, 1994; Vandergrift, 1992, as cited in Bidabadi & Yamat, 2011). However, they often still remain unemployed by the learners, even though they can learn and use to any given learning situation (Wenden, 1985; Oxford, 1990 as cited in Bidabadi & Yamat, 2011). This situation is relevant with students’ condition when they are attending listening classes, because they may not aware with listening strategies which actually can be useful for them.

Learning strategies, especially listening comprehension strategies, are considered as the most important strategies of all for language learners, especially for beginning level learners (Vandergrift, 1997, as cited in Chen, Lee & Lin, 2010). Vandergrift (2003 as cited in Zonoubi, 2011) adopted three types of Listening strategies, which were early introduced by O’Malley & Chamot (1990), such as Metacognitive, Cognitive, and Socio-affective. The Metacognitive strategies mostly related with learners’ awareness of learning strategies in language learning course. The Cognitive strategies usually deal with direct manipulation of the target language which learned by the learners. Socio-affective strategies are mainly employed to facilitate learners in controlling their emotions and attitudes, and also to help teachers to cooperate with others to learn the new language (Oxford, 1990).

As students need to be equipped with good listening abilities in order to learn the target language, this research is essential to help students become familiar with listening strategies in listening classes. Moreover, it can help teacher to design relevant material with certain listening strategies that can be used.
This research is aimed to investigate listening strategies used by ELEP students in Listening classes. The research will address to answer the research question: Which listening strategies that is or are most frequently applied by English Language Education Program (ELEP) students of FLA UKSW in Listening classes? Through this research, the researcher hoped that students can be familiar with listening strategies that they can use that match with their need and ability. The research also can be useful for the teacher to create material by considering listening strategies used by students.

LITERATURE REVIEW

In this section, the researcher will give some basic information about the importance of listening and types of strategies that can be used in comprehending listening skill. Moreover, this section will also talk about controversies happen in utilizing listening strategies. The researcher also provides previous studies as some references in doing this research.

Listening comprehension is considered as a complex activity. Organizing sounds, vocabulary, grammatical structures, and background knowledge needs a great deal of mental processes of the listener (Vandergrift, 1999 as cited in Shang, 2008). This may become more difficult for learners who study English as their L2. Therefore, the learners need to pay attention to their listening ability in order to acquiring L2.

Nowadays, listening is acknowledged as an active process, vital to L2 acquisition and deserved to be developed systematically as a skill in its own right (Morley, 1999 as cited in Vandergrift, 2004). Listening is considered as one of four important skills (listening, reading, speaking, and writing) in learning English. Apparently, listening is the first language mode acquired by young children and is essential in the development of the other language modes of speaking, reading, and writing (Linebarger, 2001; Swain, Frihe, & Harrington, 2004, as cited in Tindall & Nisbet, 2008). Language learners seemed to learn a language by listen to
the language first, before they continue to speak, read, and write using the target language that they learned.

1. Types of Listening Strategies

Listening comprehension strategies which have been developed based on O’Malley and Chamot’s (1990), are categorized into three categories, which are Metacognitive, Cognitive, and Socio-affective strategies. Most of the Metacognitive strategies deal with awareness of learning strategies in the course of language learning. The Cognitive strategies mainly involve direct manipulation or transformation of the language to be learned, and Socio-affective strategies are mostly used to aid learners to control their emotions and attitudes and to aid teachers in cooperating with others to learn the new language (Oxford, 1990).

1.1 Metacognitive Strategies

Meta-cognitive strategies refer to the conscious action which is done by the learners while listening to a spoken text carefully. This strategy is used by students to increase comprehension and it includes planning, monitoring, evaluating and problem-solving (Holden, 2004 as cited in Serri, Boroujeni, and Hesabi, 2012).

1.2 Cognitive Strategies

According to O’Malley and Chamot (1990), cognitive strategies involved “reflect mental manipulations of tasks”, this covers practicing and analyzing, which provide possibilities for learners to comprehend and able to produce new language by various ways. Cognitive strategies are utilized by listeners to cope with the material to be teamed or to apply specific techniques, such as inferencing (the use of information based on oral text to predict new linguistic items meanings, guess the result, or complete missing pieces), repeating, deduction
(using rules to comprehend language), imagery (comprehend and memorize new verbal information by using visual images), elaboration (combining new ideas with common information), and note taking.

1.3 Socio-affective strategies

Socio-affective strategies are employed by language learners to cooperate with classmates, to question the teacher for clarification, or to apply specific techniques to lower anxiety (O’Malley, Chamot, & Kupper, 1989; Vandergrift, 1997, as cited in Bidabadi & Yamat, 2011). The learners may cooperate with peers in solving particular problem, gather information, or receive feedback from certain learning activity. The learners may also use specific techniques such as self-talk to reduce anxiety in learning activities.

2. Controversies in the Utilization of Listening Strategies

There are some controversies regarding the utilization of listening strategies to the learners with different proficiency level in learning English. Many EFL learners, especially those with lower proficiency levels in the language, find that of all the skills areas of English, it is listening that is most difficult for them (Bacon 1989; Farrell and Mallard 2006 as cited in Renandya & Farrell, 2011). It is seemed that the learners may have different comprehension and interpretation of information that they heard. As Brown (1995: Chap. 1 as cited in Field, 2009) points out, there seem to be two or more possible answers to comprehend a question, depending upon how the individual interpretation of the information by the listener. This may become disadvantage for the leaners, especially with lower listening comprehension. Lynch (1998 as cited in King C. & East M., 2011) also stated that at a certain speed, processing will break down completely and L2 listeners will have very limited understanding. This will probably cause students to have difficulties to implement listening strategies.
3. Previous Studies

Previous research that was conducted by some researchers seems to show that most students are only employ one from three strategies instead of combining two or all strategies in listening. The first previous study is conducted by Chen, Lee, & Lin (2010) who work with 236 students enrolled in six English listening comprehension courses at a university in central Taiwan as their participants. They collected data by spreading questionnaire adopted from The Listening Comprehension Strategy Inventory (LCSI) which was developed from the strategies in a previous major study of listening learning strategies (Vandergrift, et al, 2006). The result suggested that most students manage to learn or acquire a majority of the different listening comprehension strategies and know or believe that those strategies will benefit their learning. Among them, cognitive strategies were the most frequently (M=3.86) used types of strategies, even though the top two strategies used were both metacognitive strategies.

Another study was conducted by Bidabadi & Yamat (2011), who investigated relationship between listening strategies used by Iranian EFL freshman university students and their listening proficiency levels. The data were gathered from a group of 92 out of 120 Iranian EFL freshman university students who randomly selected from five classes at a university in south of Esfahan. The instrument used was listening strategy questionnaire which included 23 Likert scale items of three categories (meta-cognitive, cognitive, and socio-affective listening strategies). Based on the findings of this study, it may be concluded that Iranian EFL freshman university students of three different groups (advanced, intermediate, and lower-intermediate) are able to use meta-cognitive strategies more frequently and actively followed by cognitive and socio-affective listening strategies.
THE STUDY

1. Methodology

The study will conduct an investigation of which listening strategies that is or are most frequently applied by English Language Education Program (ELEP) students of FLA UKSW in Listening classes. Here, quantitative method was used as the research requires quite many participants to collect data and the result had been analyzed using descriptive quantitative method.

2. Context of the Study

The research study was conducted in ELEP of Faculty of Language and Literature (FLA) at Universitas Kristen Satya Wacana (UKSW), Salatiga, Central Java, Indonesia. There were several considerations of choosing this place to conduct the research. First of all, English was the language that was dominantly used by lecturers and students in ELEP as medium of instruction in classroom and academic situation. Therefore, students needed to learn several basic skills during majoring in ELEP as the basic knowledge for ELEP freshmen and sophomore, in which one of the skills was listening. Therefore, ELEP offered Listening classes such as Extensive Listening, Intensive Listening, and Academic Listening for both programs (English Language Education Program and English Literature Program). ELEP also required students to pass Listening classes as these are prerequisite courses. Specifically, the researcher decided to focus on ELEP to be the context of the study as the researcher has easier access with the participants, who studied in the same program. This would also become more practical to collect the data, which could be efficient and can speed up the data collection process.
3. Participants

A total of 50 students from ELEP ‘year 2014’ became the participants of this study. The participants were chosen because they have already taken all three listening prerequisite courses (Extensive Listening, Intensive Listening, and Academic Listening). The number of participants represented 50% population of ‘year 2014’ which fulfills the qualification in presenting the point of view about listening strategies that they use in listening classes. Purposeful sampling, particularly the convenience sampling, was used for selecting the participants. The reason was because the participants were ELEP’s students of ‘year 2014’ who have already taken all listening classes of new curriculum which was settled by ELEP and agreed with the field of study was conducted by the researcher.

4. Data Collection Instrument

The data were collected through a questionnaire (see APPENDIX) adapted from the Listening Comprehension Strategy Inventory (LCSI). LCSI was developed from the strategies in a previous major study of listening learning strategies (Vandergrift, et al, 2006 as cited in Bidabadi & Yamat, 2011) and elements gathered from Vandergrift’s Listening Comprehension Strategy (1997). LCSI consists of three categories like metacognitive strategies (directing language learning), cognitive strategies (manipulating the language to accomplish a task), and socio-affective strategies (interaction or affective control in language learning). As the LCSI has been used by other researchers in the field of listening strategies studies, it is hoped that the use of LCSI will also be helpful in this research. Besides, several necessary adjustments of questionnaire items and options were also used to match the context and participants of this study.

The questionnaire was specified into three (3) categories, with twelve (12) statements of Metacognitive strategies as the first category, eight (8) statements of Cognitive strategies
as the second category, and four (4) statements of Socio-affective strategies as the last category. A total of twenty four (24) questionnaire items were used to collect the data. There were five options to determine the frequency of participants in using these strategies, such as 1 (Never), 2 (Rarely), 3 (Sometimes), 4 (Often), and 5 (Always). The close-ended questionnaire was used to avoid irrelevant answers from the participants. The questionnaire was administered in English, with common vocabulary used in order to help the participants completing the questionnaire in a brief time.

5. Data Collection Procedures

The researcher did piloting to 10 ELEP participants before proceeding to data collection process by means to check the clarity of questionnaire items. Next, such necessary revision was done under guidance of the supervisor to avoid any unclear items which could make the participants confused in completing the questionnaire. Data collection was done afterwards, with the lecturers’ permission to distribute the questionnaire at the end of several classes that the participants attended.

6. Data Analysis Procedures

The data collected from close-ended questionnaire were analyzed using Microsoft Office Excel to find the frequencies and mean. Then, the results were discussed under findings and discussion section. Bar chart was used to display the results of data collection. The average option of each strategy, which was categorized as follows, 0 - 1 (Never), 1.1 – 2 (Rarely), 2.1 – 3 (Sometimes), 3.1 – 4 (Often), and 4.1 – 5 (Always), was included in the report of each strategy. The analysis was supported by relevant theories or findings.
FINDINGS AND DISCUSSION

In this section, the result of data collection were presented and analyzed under four subheadings. The first subheading presented bar chart and analysis of overall average used of listening strategies. The second until fourth subheading presented bar chart and analysis of the strategies which was most frequently until the least frequently used by the participants. Several samples of questionnaire items were provided to give clearer pictures of the result of each chart. Furthermore, any relevant theory and or finding were provided for the analysis of the result of data collection.

1. Overall average of Listening strategies

Chart 1 illustrates the summary of the overall average Listening strategies used by the participants in Listening classes.

![Chart 1: Overall average of Listening strategies](chart.png)

Chart 1 presents descriptive statistics for overall average Listening strategies used by the participants. The results showed that from the three categories of strategies, Cognitive strategies (Mean = 3.64) were applied by participants as their prime choice, which means that the participants mostly applied this strategy in their Listening classes. On the second position,
Socio-affective strategies (Mean = 3.61) was quite often used by the participants. Metacognitive strategies (Mean = 3.3) was least frequently used by the participants.

In other words, most of these participants adopted Cognitive strategies like guessing based on other clues, repeating words that they listen, and so on. Then, the participants adopted Socio-affective strategies such as trying to relax before listening to the task, developing a positive attitude toward the task, and so on. The participants used Metacognitive strategies as the least choice like using the words they understand to guess the meaning of the words they do not understand, using their experience and knowledge to help them understand, and so on.

This result was relevant with the theory by Oxford (1990) who stated that Cognitive strategies are well-known as the most popular strategies applied by the learners. The findings of a study conducted by Chen, Lee, & Lin (2010) also showed that Cognitive strategies were the most frequently used among three categories of listening strategies. The result of each strategy will be discussed in detail in the following subheadings by order of the most frequently to the least frequently used.
2. Cognitive strategies

Chart 2 presents questionnaire items within the category of Cognitive strategies. From the total of 8 strategies, the data showed that the participant mostly used strategy in S14 (Mean = 4). The participants often used this strategy which was guessing based on other clues, such as what is required in the task. It seemed that the participants apply this strategy by guessing from the instruction of the tasks in Listening courses. On the second position, the
participants often used strategy in S18 (Mean = 3.8) which was repeating words that they listen so that they become familiar with the sounds. This strategy was applied by the participants as there are thousands of English words and it is possible for them to listen to vocabulary which they may have never heard before.

The participants also often used strategy S19 (Mean = 3.8), which was using any resources to aid themselves (e.g., dictionaries, diagrams, notes, peers), was also frequently used. The limitation of human brain capacities make the participants to ask and use any possible help to equip themselves in learning Listening. The lowest strategy used by the participants was in S20 (Mean = 3.2), which was writing notes as they follow some spoken text. This strategy was helpful for a few of participants who make notes during listening activities and assessments.

Cognitive strategies showed that participants were generally made use of their background knowledge and made prediction. Based on the results above, it can be concluded that the use of Cognitive Strategies was relatively high or was used relatively frequently. This result was relevant with the theory by Oxford (1990) who stated that Cognitive strategies are well-known as the most popular strategies applied by the learners. The findings of a study conducted by Chen, Lee, & Lin (2010) also showed that Cognitive strategies were the most frequently used among three categories of Listening strategies.
3. Socio-affective strategies

Chart 3 presents questionnaire items within the category of Socio-affective strategies. From the total of 4 strategies, the data showed that the participant mostly used strategy in S23 (Mean = 4). The participants often used this strategy which was trying to relax before listening to the task. As the Listening courses provided various listening activities and assessments, it is possible that the participants develop anxiety during attending the courses. The anxiety in listening may affect their performance in doing listening activities and assessments. Therefore, the participants mostly try to relax before listening to the task so that the anxiety can be reduced. On the second position, the participants also often used strategy in S24 (Mean = 3.8) which was developing a positive attitude toward the task and believe that it is possible for them to understand what they will hear. This means that by having a positive attitude, the participants may be more motivated in learning listening.
The next strategy used was S22 (Mean = 3.5). The participants often used this strategy which was cooperating with peers to understand the task. The variety of listening activities and assessments in Listening courses give chances to the students to learn with their classmates. This can be useful for the students, as the tasks in listening activities and assessments may be difficult to be understood. The lowest strategy used by the participants was S21 (Mean = 3.2), which was finding out more about the task by asking questions. This strategy may be applied by the participants when they seemed to be confused with the instruction or the content of the task.

Socio-affective strategies showed that participants were generally trying to relax before listening to the task, as well as developing positive attitude. Based on the results above, it can be concluded that Socio-affective strategies was used quite frequently. The findings of a study conducted by Chen, Lee, & Lin (2010) also showed that Socio-affective strategies were on the second rank among three categories of Listening strategies used by learners.
4. Metacognitive strategies

Chart 4: Metacognitive strategies

- S1 Before starting to listen, they have a plan in their head for how they are going to listen
- S2 Focus harder on the text when they have trouble understanding
- S3 Translate in their head as they listen
- S4 Use the words they understand to guess the meaning of the words they do not understand
- S5 Compare what they understand with what they know about the topic as they listen
- S6 Use their experience and knowledge to help them understand
- S7 Think back to how they listened after listening, and about what they might do differently next time
- S8 When having difficulty understanding what they hear, they give up and stop listening
- S9 Use the general idea of the text to help them guess the meaning of the words that they do not understand
- S10 When guessing the meaning of word, they think back to everything else that they have heard, to see if their guess makes sense
- S11 Periodically ask themselves if they are satisfied with their level of comprehension as they listen
- S12 Have a goal in mind as they listen
Chart 4 presents questionnaire items within the category of Metacognitive strategies. From the total of 12 strategies, the data showed that the participants mostly used strategy in S4 (Mean = 4.1). The participants often used this strategy which was using the words they understand to guess the meaning of the words they do not understand. This mean that the vocabulary which they have already familiar with become the clues for the participants to guess unfamiliar vocabulary in listening activities and assessments. Then, the participants also often used strategy in S6 (Mean = 4) which was using their experience and knowledge to help them understand. This strategy is often used by the participants as they involve their experience and knowledge to learn listening. The lowest strategy used by the participants was S8 (Mean = 2.1), which was when they have difficulty understanding what they hear; they give up and stop listening. This strategy was least applied by the participants who seemed to hardly understand the content of recording in listening activities and assessments.

Metacognitive strategies showed that participants were generally developing self-management in their own learning process. This includes planning, monitoring, problem solving and evaluating. Based on the results above, it can be concluded that Socio-affective strategies was used least frequently. The findings of a study conducted by Chen, Lee, & Lin (2010) also showed that Metacognitive strategies were least frequently used by learners, among three categories of listening strategies.

**CONCLUSION**

The purpose of this study was to investigate Listening strategies used by English Language Education Program (ELEP) students of FLA, UKSW. The results showed that Cognitive strategies were the most frequently used strategies by the participants of this study with the average 3.64. Then, it was followed by Socio-affective strategies with the average
3.61. Metacognitive strategies were the least frequently used by the participants with the average 3.4.

As the most frequently used Listening strategies in this study, Cognitive strategies involved “reflect mental manipulations of tasks”, this covers practicing and analyzing, which provide possibilities for the learners to comprehend and able to produce new language by various ways. Cognitive strategies are utilized by learners to cope with the material to be teamed or to apply specific techniques, such as inferencing, repeating, deduction, imagery, elaboration, and note taking. Next, Socio-affective strategies were employed by language learners to cooperate with classmates, to question the teacher for clarification, or to apply specific techniques to lower anxiety. Meta-cognitive strategies were used least frequently by the participants of this study which was referring to the conscious action which is done by the learners while listening to a spoken text carefully. This strategy was used by the participants to increase comprehension and it included planning, monitoring, evaluating and problem-solving.

Based on the analysis of the study, several implications can be suggested to the following use of listening strategies. Since Listening classes are prerequisite courses for ELEP freshmen and sophomore, this study suggest that the lecturer should help the students by introducing the set of listening strategies. This means that learners may be more aware of the existence and the function of listening strategies. The lecturer can also help the learners in choosing the strategy which is suitable with their listening ability so that they can improve their listening skill and the learning process become more effective. Moreover, the lecturer may provide listening activities and assignments which are relevant to each strategy to help students in utilizing the strategy.

Despite the results of this study, this research has certain limitation. First, the questionnaire used in this study consists of only 24 items. It is obviously not enough to cover
all the strategies used by the students. This, to a certain extent, affects its reliability and the validity of the data in the study. Therefore, a wider variety of collecting data method is recommended in future studies e.g. interview, observation, and open-ended questionnaire. The studies can be conducted both in qualitative and quantitative approaches. Next, in this study, 50 students were involved. Perhaps a little number of students may influence the results. In the future study, more students can be involved so that more students can finish the questionnaire to make the result more reliable. In addition, the future studies can investigate the effect of culture, home environment, peer group, self-exposure, effective teaching method or classroom atmosphere on listening strategies.
REFERENCES


ACKNOWLEDGEMENTS

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I thank these people for existing in bittersweet transformations happened in my college life ☺️
APPENDIX

NIM: ____________________________

Dear friends,

I am conducting a research about listening strategies. I need your help to fill in this questionnaire honestly. This questionnaire is to answer the research question: “Which listening strategies that is or are most frequently applied by English Language Education Program (ELEP) students of FLA SWCU in Listening classes? Your responses to the questionnaire will be kept confidential.

For each of the statements below, please indicate your answer by ticking (✓) the appropriate box.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never (1)</th>
<th>Rarely (2)</th>
<th>Sometimes (3)</th>
<th>Often (4)</th>
<th>Always (5)</th>
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<tbody>
<tr>
<td><strong>Metacognitive</strong></td>
<td></td>
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<tr>
<td>1 Before I start to listen, I have a plan in my head for how I am going to listen.</td>
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<td>2 I focus harder on the text when I have trouble understanding.</td>
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<td>3 I translate in my head as I listen.</td>
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<td>4 I use the words I understand to guess the meaning of the words I don’t understand.</td>
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<td>5 As I listen, I compare what I understand with what I know about the topic.</td>
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<td>6 I use my experience and knowledge to help me understand.</td>
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<td>7 After listening, I think back to how I listened, and about what I might do differently next time.</td>
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<td>8 When I have difficulty understanding what I hear, I give up and stop listening.</td>
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<tr>
<td>9</td>
<td>I use the general idea of the text to help me guess the meaning of the words that I don’t understand.</td>
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<td>10</td>
<td>When I guess the meaning of word, I think back to everything else that I have heard, to see if my guess makes sense.</td>
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<td>11</td>
<td>As I listen, I periodically ask myself if I am satisfied with my level of comprehension.</td>
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<td>12</td>
<td>I have a goal in mind as I listen.</td>
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</table>

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never (1)</th>
<th>Rarely (2)</th>
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<th>Often (4)</th>
<th>Always (5)</th>
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<tbody>
<tr>
<td>13</td>
<td>I guess the meaning of unknown words by linking them to known words.</td>
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<td>14</td>
<td>I guess based on other clues, such as what is required in the task.</td>
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<td>15</td>
<td>I use prior personal experience to comprehend the task.</td>
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<td>16</td>
<td>I question myself about what I do know, and what I do not know about a topic.</td>
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<td>17</td>
<td>I use knowledge about my first language to facilitate listening to the second language.</td>
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<td>18</td>
<td>I repeat words I listen to so that I become familiar with the sounds.</td>
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<td>19</td>
<td>I use any resources to aid myself in my understanding (e.g., dictionaries, diagrams, notes, peers).</td>
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<td>20</td>
<td>I write notes as I follow some spoken text.</td>
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<td>Description</td>
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<td>21</td>
<td>I find out more about the task by asking questions.</td>
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<td>22</td>
<td>I cooperate with peers to understand the task.</td>
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<td>23</td>
<td>I try to relax before listening to the task.</td>
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<td>24</td>
<td>I develop a positive attitude toward the task and believe that it is possible for me to understand what I will hear.</td>
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</table>

Thank you for participating 😊